



DEPARTMENT OF THE ARMY
HEADQUARTERS, 2ND BATTALION, 11TH INFANTRY REGIMENT
6649 VIBBERT AVENUE
FORT BENNING, GEORGIA 31905-6221

ATSH-TPB

16 March 2016

MEMORANDUM THRU Commander, 199th IN Brigade (Leader Development)

FOR Commandant, United States Army Infantry School

SUBJECT: IBOLC Initial Student Assessment Plan (ISAP) SOP

1. Course Focus: The mission of 2-11 IN is to educate, train, and inspire Infantry Lieutenants so that upon IBOLC graduation, they demonstrate the competence, confidence, physical and mental toughness, and moral/ethical fiber necessary to lead Infantry platoons in any operational environment.

2.

Fundamentals:		
LEAD	<ul style="list-style-type: none"> • Is physically dominant and mentally fit (Mastery) • Conducts Troop Leading Procedures at the Platoon Level and issues Orders with a meaningful outcome (Mastery) • Understands the employment capabilities and considerations of platoon, company, and battalion level assets (Proficiency) 	
TRAIN	<ul style="list-style-type: none"> • Able to provide task based, event driven strategies in a platoon training plan that supports Company and Battalion training plans and METLs (Proficiency) • Knows how to creatively develop, resource, execute, and assess individual and collective training for a platoon (Proficiency) 	
FIGHT	Shoot	<ul style="list-style-type: none"> • Capable of direct fire planning for organic weapon systems (Mastery) • Able to apply fire control principles to destroy adversaries with the fewest rounds necessary (Proficiency) • Capable of offensive and defensive indirect fire planning (Mastery) • Capable of conducting EA Development (Proficiency)
	Move	<ul style="list-style-type: none"> • Capable of planning and executing land navigation (Proficiency) • Capable of employing platoon level movement formations and techniques (Mastery) • Able to conduct platoon level combined arms maneuver (Proficiency)
	Communicate	<ul style="list-style-type: none"> • Capable of communicating IAW Army doctrine orally, written, and graphically (Proficiency) • Capable of accepting and providing performance feedback to individuals (Proficiency)
	Survive	<ul style="list-style-type: none"> • Understands and is able to apply the principles of patrolling and fundamentals of security (Mastery) • Understands priorities of work in the defense or patrol base (Mastery) • Understands the principles of Tactical Combat Casualty Care and platoon level medical treatment and evacuation (Proficiency)
SUSTAIN	<ul style="list-style-type: none"> • Understands the Command Supply Discipline Program (Proficiency) • Capable of planning, resourcing and executing platoon level sustainment operations (Proficiency) • Understands Army Ready and Resilient Programs to best care for and serve Soldiers and Families (Proficiency) 	
ADAPT & INNOVATE	<ul style="list-style-type: none"> • Able to synchronize assets at the right time and place IAW Commander's Intent (Proficiency) • Able to think critically and develop creative solutions to solve problems (Proficiency) • Able to generate and apply situational understanding (Proficiency) • Able to demonstrate agility to rapidly adapt and succeed in a complex environment (Proficiency) 	
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Produce an IBOLC graduate that demonstrates... ➢ Sound character, judgment, decision making and a commitment to the Army profession ➢ Leader presence as characterized by mental and physical readiness/ resilience ➢ Intellect through mastery of troop leading procedures and effective communication ➢ Tactical and technical competence (shoot, move, communicate, survive, maneuver a platoon, and employ available assets) ➢ Understanding of the human dimension and ways to optimize physical, cognitive, and social performance ➢ Mastery level understanding of how to train a platoon to win ➢ Understanding of Army Command Supply Discipline and property accountability 		

3. Graduation Requirements: Platoon trainers will inform students of the outcomes and measures of performance expected for every training event. Trainers will provide one additional opportunity for a student to demonstrate the ability to meet the standard if the student fails to do so on the first attempt. If the student fails to meet the standard on their first attempt, the maximum grade that student can achieve on graded events is 70% of the total event points. TRADOC Regulation 350-18, paragraph 3-31, subparagraph A states, in regards to academic recycles, "After coordination with HRC, NGB, USARC, and/or individual's unit, commandants may recycle a student once to a follow-on class, if available. Academic

recycle should be limited to extraordinary circumstances when a student shows significant potential and Army needs dictate”.

NOTE: The IBOLC Comprehensive Exam, Tactical Leadership Assessment, Garrison Operations Order, the Final APFT, the 5 Mile Run, the 12 mile Foot March, the Land Navigation Course, and the Rifle Marksmanship Course are considered critical events and must be achieved prior to graduation (see Encl. 1 for the Graduation Requirement Template).

a. Academic Summary: Students must earn at least 750 academic points out of a possible 1000 to receive an "Achieved Course Standards" rating on their Service School Academic Evaluation Report (AER), DA Form 1059. Students who earn between 700 and 749.9 academic points are subject to receiving a "Marginally Achieved Course Standards" rating on their AER. Students who fail to achieve more than 699.9 points will not graduate and will be subject to a "Blue Packet Review" (hereafter referred to as BPR, see Encl 1). International Students must earn at least 650 academic points out of a possible 1000 to receive an "Diploma/Certificate of Completion" rating on their International Student Academic Report (ISAR), DA Form 2496. International Students who earn between 600 and 649.9 academic points are subject to receiving a "Certificate of Attendance" rating on their ISAR. International Students who fail to achieve more than 599.9 points will not graduate and will be subject to a BPR. Students may be subject to a BPR based on academic performance if their respective Senior Platoon Trainer does not reasonably believe that student possesses the capability to earn the academic points necessary to pass the course.

b. Board Process: TRADOC Regulation 350-36, paragraph 5-4, subparagraph E states that, in the event that a student fails to meet BOLC-B requirements... the officer will begin the board process to determine whether recycling, branch transferring, or release from active duty is required.

(1) The IBOLC board process involves the student, Platoon level leadership, Company level leadership, and the Battalion Commander. The board process in IBOLC consists of the Platoon Trainer Recommendation, CO CDR Recommendation, Student Rebuttal, and the Battalion Commander's decision (outlined in Encl 1) and may be conducted deliberately (with a physical board) or hastily (where the Blue Packet is reviewed by each decision authority separately).

(2) A Blue Packet is generated for every student within IBOLC. A Blue Packet contains every student record important to illustrate and record a student's course progress (i.e. initial counseling, developmental counseling, retraining, and graduation). Blue packets are maintained in their entirety for two years, however a students point distribution table (i.e. snapshot) is archived for data analysis.

(3) Initiating a BPR is the result of a student conducting one of the following actions: failing to meet critical and/or multiple course standards (see BPR SOP Encl. 1), committing a significant disciplinary or safety infraction, or suffering a medical injury, or life altering event which prevents their continuance in the course.

(4) The BPR will be initiated by the Senior Platoon Trainer. When making a recommendation for Casual Status, Platoon Trainers will clarify if they recommend a student be a phase recycle or Day 1 recycle. When making a recommendation for casual status or release, Platoon Trainers will provide their overall assessment of the officers potential for future service. BPRs are inspected by the Company Commander, and reviewed by the Battalion Commander.

(5) Deliberate Blue Packet Reviews are conducted at the end of each phase when the potential outcome and time permits. When students are recommended for casual status or release, they appear before a physical board with their student record. The board will consist of BN CDR, CO CDR, and Platoon Trainer (or substitutes approved by the BN CDR).

(6) Hasty board processes will occur throughout the cycle for extenuating circumstances, and are normally reserved for medical, safety, or disciplinary actions that need review for immediate placement on casual status or release.

(7) The result of the BPR will range from, but is not limited to a verbal warning, verbal reprimand, written counseling, written reprimand, letter of concern, downgraded Academic Evaluation Report, recycling to day one of another class, placement on casual status for medical rehabilitation or professional development purposes, re-insertion into another class, rebranch, or recommendation for elimination (Encl 1 Decision Support Matrix). The Battalion Commander is the only person authorized to determine the outcome of a BPR for an IBOLC student. The Commanding General is the only person authorized to eliminate a student from service. In order to graduate from the course, students must meet the requirements discussed in the following subparagraphs:

c. Academic Examinations: There will be four academic examinations, worth a total of 295 points. These four exams will be standardized and under the control of a BN level test control entity.

(1) IBOLC Entrance Examination: The IBOLC entrance exam evaluates a student's initial understanding and ability to grasp military doctrine, operational terms and graphics, weapons capabilities, and tactical concepts. The Student must achieve 70% or higher. Students will be allotted one retest no sooner than one day, and no later than one week, from initial testing. Failure to pass this retest exam will initiate a BPR. The entrance exam is worth 30 points.

(2) Red Phase Exam: The IBOLC Red Phase exam will be given sometime prior to the start of White Phase. This exam is worth 65 overall points. The material covered in the exam will include, but is not limited to Training Management, Machine Gun Theory, Formations and Order of Movement, Range Cards, and Unit Supply and Maintenance.

(3) White Phase Exam: The IBOLC White Phase exam will be given sometime prior to the start of Blue Phase. This exam is worth 65 overall points. The material covered in the exam will include, but is not limited to, Small Unit Operations, Operational Terms and Graphics, Troop Leading Procedures, Defensive Operations, Urban Operations, Irregular Warfare, Reconnaissance and Security Operations, Combined Arms Maneuver, and Equipment and Vehicle Identification.

(4) IBOLC Comprehensive (Blue Phase) Examination: The IBOLC comprehensive exam evaluates a student's learned understanding of military doctrine, operational terms and graphics, weapons capabilities, and tactical concepts. The Student must achieve 70% or better to graduate from the course. The comprehensive exam will be worth 135 overall points. Students will be allotted one retest no sooner than one day, and no later than one week from initial testing. Failure to pass this exam will initiate a BPR.

d. Leadership: There are 235 overall Leadership points (see Encl 2). According to ADRP 6-22, *Army Leadership*, "The Army exists to serve the American people, to protect enduring national interests, and to fulfill the nation's military responsibilities. This requires values-based leadership, impeccable character, and professional competence. The requirements are for

leaders at all levels and are common to all cohorts." IBOLC assesses student leadership using two mechanisms: Leader Performance and Leader Attributes.

(1) Leader Performance Assessment: The Leadership Assessment is worth 135 overall points, and is a compilation of the students highest two Leadership patrol grades. During the course, each student will be required to serve in a graded leadership position at the Platoon level or higher. Students will be evaluated on their ability to lead their peers in a tactical environment. Trainers will assess leadership ability IAW the IBOLC Leadership Performance Assessment Card (see Encl 3). Students must achieve at least 70% or higher in no less than one leadership assessment. A student will have at most three attempts to pass a graded patrol. If a student fails their first attempt, the Senior Platoon Trainer will grade that individual's second attempt. If a third attempt is needed, the company commander or first sergeant must grade that individual's patrol. A student failing to achieve 70% or greater by the third attempt will be subject to a BPR.

(2) Leader Attribute Assessment. IBOLC utilizes the Army Leadership Requirements Model, found in ADRP 6-22, to assess students' leadership and leadership attributes. Students are expected to uphold the Army Values, display the ability to build a cohesive, disciplined platoon, and to train and prepare a platoon for deployment to combat. IBOLC students' leader attributes are assessed according to three categories: Character, Presence, and Intellect. The Leadership Attribute Assessment is quantified through the Platoon Trainer Overall Performance and Potential Evaluation. There are 100 Platoon Trainer points available

for a student to earn (see Encl 3 Leader Assessment Card/Platoon Trainer Points Rubric). Failure to display the following Leader Attributes, consistent with doctrinal leadership and Army Values, will result in a BPR:

(a) Character: "Character is essential to successful leadership. It determines who people are, how they act, helps determine right from wrong, and choose what is right. Elements internal and central to a leader's core are: Army Values, Empathy, Warrior Ethos and Service Ethos, and Discipline." (ADRP 6-22).

(b) Presence: "The impression a leader makes on others which contributes to their success in leading them; it is the sum of a leader's outward appearance, demeanor, actions, and words. It includes military and professional bearing, fitness, confidence, and resilience." (ADRP 6-22). Peer Evaluations are utilized to quantitatively and qualitatively measure a student's leader presence (see Encl 4). Peer evaluations will have no effect on a student's overall grade in the course, however they may be utilized as a factor to downgrade a student's Academic Evaluation Report to Marginal, Recycle a student, or place a student on casual status for retraining. IBOLC officers will conduct three peer assessments throughout the course. The Peer Evaluation System (PES) adds a holistic evaluation of an IBOLC officer's performance compared to peers within their squad. The PES methodology employs a numerical scale peer ranking system. It is a collated system of all peer scores within the squad, highest to lowest, and identifies positive and negative performance trends throughout IBOLC training. Platoon Trainers will use the first two peer assessments as a "compass check"/ counseling tool for officers to identify sustains and improves in the student's attributes of initiative, dependability, team work, attention to detail, tactical knowledge, and physical stamina along with their peer rating within their squad. If an individual fails their first peer evaluation, they will be moved to a different squad, within the same platoon or different platoon. After an individual fails to pass their second peer evaluation, they must be moved to a different platoon within the same company. If the officer fails to achieve an average (from all three peer evaluations) of 60% or higher by the final peer evaluation, a BPR will be initiated.

(c) Intellect: "An Army leader's intellect draws on the mental tendencies and resources that shape conceptual abilities applied to one's duties and responsibilities. The conceptual components affecting an Army leader's intellect include: mental agility, sound judgment, innovation, interpersonal tact, and expertise." (ADRP 6-22).

e. Communication: There are 255 overall Communication Points (see Encl 2). According to ADRP 6-22, *Army Leadership*, "Competent leadership depends on good communication...communicating critical information clearly is an important skill to reach shared understanding of issues and solutions. It conveys thoughts, presents recommendations, bridges cultural sensitivities, and reaches consensus. Leaders cannot lead, supervise, build teams, counsel, coach, or mentor without the ability to communicate clearly." IBOLC Students' communication will be assessed through two mechanisms: Reflective Writing Assignments and Communicating a Tactical Plan (Mission Orders).

(1) Writing Program: IBOLC students will complete one biographical memo, and two book reviews tied to the Maneuver Self Study Program Professional Reading List. Writing assignments are worth 30 overall points. [In addition, the student will be assessed through writing assignments such as: practice counselings, and practice awards at the discretion of Company leadership.]

(2) Communicating a Tactical Plan: Officers are expected to analyze complex problems, make sound and timely decisions, and issue guidance in a way that subordinates can understand. These are necessary for successful completion of the mission. Students will

plan and brief at most two individual garrison operation orders (OPORD) during the course. There are 135 overall points allocated for a student's OPORD grades, this score will be comprised of the student's highest two OPORD grades. The Student must achieve at least 70% on their respective OPORD 1 and/or 2 presentation, with one re-brief allotted per iteration, IAW the IBOLC Order Evaluation Sheet (see Encl 6). A student's failure to pass an OPORD will initiate a BPR. Students will prepare all assigned OPORDs IAW the POI, and will be prepared to brief their order as directed by the Senior Platoon Trainer.

f. Physical Fitness and Endurance: There are 160 overall Physical Fitness points; 30 points for the 5 mile run, 30 points for the 12 mile Foot March, and 100 points for the Final APFT. Physical fitness is the foundation upon which officers develop the resilience to endure physical and mental hardships. IBOLC strives to develop these qualities in new lieutenants to prepare them for the task of leading and training Soldiers in combat.

(1) Height and Weight Standards: Policy for height and weight screening standards and body fat standards are contained in AR 600-9 (The Army Weight Control Program). IAW AR 350-1, Soldiers will be within height and weight standards as a mandatory course requirement. Students who fail the initial height and weight screening will initiate a BPR. Students who fail the final height and weight screening, but meet all other course requirements, will not graduate or PCS until they are within Army Standard, or meet criteria to be recommended for elimination.

(2) Army Physical Fitness Test (APFT): IBOLC measures all students according to FM 7-22 Army Physical Readiness Training, male 22-26 age group. Infantry officers should score 300 on their APFT. The expectation for IBOLC is that students will graduate scoring greater than or equal to 270 (minimum of 90 points in each event) on the Army's physical fitness test.

(a) Failure to pass the initial APFT (scoring below 60 pts in any category according to the student's age and gender) will result in a re-test initiated no fewer than 25 calendar days, and no more than 30 calendar days after initial failure. Failure to pass the initial APFT re-test will result in a BPR.

(b) Failure to pass the final APFT according to FM 7-22 Army Physical Readiness Training, male 22-26 age group, will result in a re-test initiated no fewer than 24 hours, and no more than 48 hours after final APFT failure. Failure to pass the final APFT re-test will initiate a BPR. The final APFT is worth 100 overall points, passing the re-test will only result in 70 academic points.

NOTE: A student's failure of both Initial Height and Weight Standards, and the Initial APFT, will initiate a BPR. The student will immediately be flagged and entered into the overweight program.

(3) 12 Mile Foot March (FM): Students will foot march 12 miles in 3 hours or less on a standard route with the IBOLC packing list (see Encl 7) to include ACH, FLC and weapon. The 12 mile foot march is worth 30 overall points (see Encl 8). If a student fails to meet the 15 minute per mile standard on progressive ruck marches leading up to the 12 mile FM (i.e. 4 mi FM, 6 mi FM etc...), that student will receive a Minor Negative SPOT Report and will not be afforded the chance to retest that specific FM. If a student fails the 12 mile FM, the student will retest on the standard 12 mile course IAW the time standard and uniform (see Encl 7). If a student achieves the standard during the foot march retest, the student will receive 70% of the maximum score for the event. If a student fails to complete the retest within the time standard the student will initiate a BPR.

(4) 16 Mile Tactical Foot March: During the course's culminating exercise, students must complete a 16 mile tactical foot march with mission essential equipment, as determined by the company leadership. At the completion of the foot march, students must be able to continue onto an objective and be physically and mentally ready to complete the mission. If a student fails to complete the foot march and continue the mission, the student may be a candidate for BPR at the discretion of the Senior Platoon Trainer. The 16 mile tactical foot march is not worth any overall points; however, this failure may be utilized to downgrade a student's Academic Evaluation Report to Marginal, or could prevent that student from attending Ranger School. If the student fails to complete the foot march and complete the mission due to a Lack of Motivation (LOM) a BPR will be initiated due to the lack of Leadership Attributes. This prepares students to become officers that can withstand the rigors of combat and make timely decisions that directly impact mission success.

(5) Five Mile Run: Students must run five miles in 40 minutes or less on a standard Route (see Encl 8). If a student fails to meet this standard, the student will be afforded one opportunity to retest prior to graduation. If a student achieves the standard during the five mile run retest, the student will receive 70% of the maximum score for the event. A student's failure to complete the retest within the time standard will initiate a BPR. If a student meets all other IBOLC course requirements besides the 5 mile run, they will have 45 days from their re-test to successfully complete the event in the allotted time (see Encl 1). If still unsuccessful, they will be subject to elimination.

(6) Physical Demands Test (PDT): The Physical Demands Test measure an individual's ability to conduct common Infantry physical requirements. The Physical Demands test will be conducted throughout IBOLC as a graduation requirement. There are 8 PDT tasks to be conducted during IBOLC. Every task, individually, and as a collective are considered graduation requirements. The 8 PDT tasks will be measured as GO/NO GO events (see Encl 11 for Task Conditions and Standards):

- (a) Move Over, Through, or Around Obstacles
- (b) Load 25 mm HEI-T Ammunition Can on BFV
- (c) Move Under Direct Fire
- (d) Employ Hand Grenades
- (e) Drag a casualty to Immediate Safety
- (f) Remove a Casualty from a Vehicle
- (g) Prepare a 2-man Fighting Position
- (h) Conduct Tactical Movement

g. Tactical/Technical Competence: There are 85 overall Tactical/Technical Points. Infantry Leaders must demonstrate a mastery of critical tasks that build the core foundation of individual proficiency which in turn allows them to locate, close with, and destroy the enemy through fire and maneuver.

(1) Marksmanship: There are 20 overall points for Iron Sight Marksmanship Points (Marksmanship I on Encl 2). There are 20 overall points for Optics Marksmanship Points (Marksmanship II on Encl 2). Students must qualify (23/40) with their M4 carbine with Iron sites, and with Optics (CCO) IAW FM 3-22.9 in order to meet maneuver live fire perquisites

IAW AR 385-63. If a student fails to meet the minimum safety requirements, the student will not be allowed to progress to live fire exercises and may be recommended for BPR for marksmanship retraining. A student must score 28/40 to earn 70% of their overall points and graduate from the course. Students will have a maximum of three opportunities to achieve this course standard. Students must be able to demonstrate the fundamentals of marksmanship and safety. Students must also be able to identify and engage targets at various ranges, choose the appropriate firing position for the condition,

correct different weapon malfunctions, change magazines, and demonstrate the ability to correctly zero platoon weapon systems.

(2) Land Navigation: There are 45 overall Land Navigation points. Students must demonstrate competence in basic land navigation skills on a timed course IAW TC 3-25.26. Each student must successfully navigate to and record a minimum 4 of 5 points and return to the starting point in under five hours during day and night conditions. Students will have three opportunities to meet course standards. If students fail to meet course standards on the first test, they will be given two opportunities to re-test. Failure to meet the minimum standard after the three opportunities will initiate a BPR.

(3) Infantry Weapons: Students must demonstrate proficiency on machine gun tasks IAW USAIS 350-6 (GO/NOGO). Students must be proficient on how to Clear, Load, Reduce, Stoppage, and Unload an M240B and M249 Machine Gun. Students must correctly complete the steps in sequence. If the Student is not proficient IAW USAIS 350-6, the student will have the opportunity to re-train and re-test once. Failure to meet the minimum standard after the retest will initiate a BPR.

h. Attendance: Missing more than 72 hours of POI training, or any live fire events, (Team, Squad, Platoon level) is criteria for a BPR to be initiated at the discretion of the Senior Platoon Trainer.

4. Distinguished Course Achievement Recognition: Lieutenants who distinguish themselves above their peers and/or exceed published standards will be recognized at the conclusion of IBOLC. The categories are:

a. Distinguished Leadership Graduate: A cadre board selects the class Distinguished Leadership Graduate from among the Platoon Honor Graduates. The board reviews and rates the student's training records and interviews / boards all candidates. The Company Commander reviews the board results and selects the most deserving officer as the Distinguished Leadership Graduate.

b. Distinguished Leadership International Graduate: Each Platoon Trainer may nominate one international officer. If more than one officer is nominated, each will undergo the same selection process as the U.S. officer. The Company Commander will select the most deserving international officer.

c. Platoon Honor Graduate: Each Platoon Trainer will select a student from their platoon as the Platoon Honor Graduate. Selection of the Platoon Honor Graduate is based upon a Lieutenant's total performance during the course. Finishing first on the platoon's Order of Merit List (OML) does not automatically make a student the Platoon Honor Graduate

d. Commandant's List: 20% of the entire class will be recognized for honors by being selected for the Commandant's List. The distinguished and platoon honor graduates are part of each Company's top 20%. Selection of the Commandant's List is based upon total academic points earned during the course with the approval of the chain of command. Students who are involved in serious disciplinary violations are not eligible for the Commandant's List.

e. Ironman Award: The top 3 Officers having the highest combined score for the Physical Dominance BN Standard will compete for the Ironman Award. The student with the fastest time on the RPAT will be recognized at graduation. (see Encl 9)

5. Spot Reports: IBOLC Cadre use the SPOT Report (see Encl 10) to identify positive and negative actions of the IBOLC student which can affect their academic standing, or their Platoon Trainers' Overall Performance and Evaluation of them at the end of the course. The four types of SPOT reports are: Minor Positive (Minor "Plus"), Major Positive (Major "Plus"), Minor Negative (Minor "Minus"), Major Negative (Major "Minus"). A Major SPOT Report is +/- 5 points. A Minor SPOT Report is +/- 2 points. **Earning three major negative spot reports, or the equivalent thereof, regardless of the amount of positive spots earned, will initiate a BPR.**

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Subject: IBOLC Initial Student Assessment Plan (ISAP) SOP

6. **Additional:** The following specific events will be grounds for the initiation of a BPR.
- a. **Negligent Discharge**
 - b. **Alcohol Related Incident (not resulting in DUI)**
 - c. **Driving Under the Influence (DUI)**
 - d. **Consistent or flagrant violation of the Army Values**
 - e. **Illegal Drug Use:** The Student will be enrolled in the Army Substance Abuse Program (ASAP).
7. Point of contact for this memorandum is the 2-11 IN (IBOLC) AS3 at 706-545-4940.

Encls

- 1. Blue Packet SOP
- 2. Point Distribution Table
- 3. Patrol/Platoon Trainer Assessments
- 4. Individual Development Plan SOP
- 5. Writing SOP
- 6. OPORD Evaluation Sheet
- 7. 12 mile Foot March SOP
- 8. 5 mile Run SOP
- 9. Iron Man RPAT
- 10. SPOT Report Card
- 11. Physical Demands Test
- 12. Gender Integration SOP

MATTHEW W. WEBER
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Battalion Commander

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Assessments By Phase



Fort Benning, Home of the MCoE

		 Live Fire Event	 Classroom	 Graduation Requirement	 Field Training Event	Red Phase					White Phase				Blue Phase				
SMART	Academics Doctrine Weapon Capabilities Terms and Graphics	 Entr... Exam				 MG Theory					 White Phase Exam			 Blue Exam					
	Communication Writing Briefing		 BRM1	 BRM2	 HG	 MG													
	Peers					 Red Phase Exam													
FAST	Physical Fitness General Ruck Run Combatives	 APFT	 4 Mi  5 Mi		 LAW		 6 Mi	 8 Mi			 10 Mi	 12 Mi		 Final APFT	 16 Mi	 LAW/ RPAT  RPFT			
	Infantry Tasks Marksmanship Land Nav(Precise) Infantry Weapons Tactical Combat Casualty Care		 BRM1	 BRM2	 HG	 MG	 FT LFX  CAS EVAC	 SQD LFX  MSTC						 PLT LFX					
PRECISE	Leadership Training Coordination Patrols Infantry Task Land Navigation		 TNG MGT				 FT LFX	 SQD LFX	 TLP		 PLT STX		 UO	 PLT LFX	 CALFX	 CCME		 PLT TNR Eval	
	Training Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Course Outcomes

An IBOLC Graduate...

Academics

- Capable of solving tactical problems
- Understands the situation
- Visualizes and describes the operation

Leadership

- Able to maneuver a platoon and synchronize assets to fight and win
- Capable of training a platoon

Communication

- Can issue orders that are understood by the platoon and within Commander's Intent

Physical Fitness

- Is physically dominant on the battlefield

Infantry Tasks

- Expertly engages with his personal weapon, platoon weapons, and indirect fires
- Able to navigate in any terrain
- Understands and is capable of applying the principles of Tactical Combat Casualty Care



IBOLC Course Map FY 16

Fort Benning, Home of the MCoE

WK 1	<u>In-Processing:</u> Counseling, Initial APFT, BDE CDR Brief, COL Puckett/Jeff Struecker Brief, ASAP/Suicide Awareness, Informal Reception and Spouse Orientation, Army Profession / Physical Readiness Training, Nutrition, LREC Survey, DLAB Testing	Red Phase
WK 2	<u>BRM 1:</u> Training Management, 5 mi Run, 4 mi FM, Iron Sight BRM, Individual Movement Techniques, Buddy Team Movement, PDT	
WK 3	<u>BRM 2:</u> Optics Training and Qualification, Intro to Combatives, Fire Team Movement, Best SDQ Competition, Stonehenge (Indv)	
WK 4	<u>Land Navigation:</u> LAW Assessment #1, Urban Orienteering, Orienteering Courses, LN Test, RTT, Hand Grenades, Intro to PB, Army Leadership Development, LN Retest	
WK 5	<u>Machine Gun:</u> Range Card, MG Theory, Bradley Touch #1, MG Qual, Weapons Squad Drills/LFX, US Weapons (If able), Battle Drill Intro, ASA-B, CONOP Briefs, NLT Red Phase Exam, PDT	
WK 6	<u>Fire Team LFX, Squad STX:</u> Squad Battle Drills, TC3 Classroom (Naso/CAT/Skedco), RTT, 6 mi FM, Red Phase Report	White Phase
WK 7	<u>Squad LFX:</u> TNG MGMT, Intro to PLT Ops, SQD STX, TC3 (MSTC), Stonehenge (Team), 8 mi FM, PEER 1	
Wk 8	<u>Troop Leading Procedures:</u> PH 1 Physicals, TEWT, Team OPORD, CAID IPB Observation	
WK 9	<u>Enablers:</u> CFF/IDF Classes/Simulator/LFX, INDV OPORDs, CAS/CCA Classes/Simulator, Advanced Land Nav	
WK 10	<u>Platoon STX:</u> PLT FOOM, 10 mi FM, PLT STX, PLT Culminating ATK, PEER 2	
WK 11	<u>Troop Leading Procedures 2:</u> PH 2 Physical, UO SQD STX/TEWT, Bradley Touch #2, UO TLPs, Defensive Ops, 12 mi FM, PDT, OPORD 2 Briefs,	
WK 12	<u>Urban Operations:</u> UO STX, PB, Combatives, PLT Attack, TC3, NLT White Phase Exam	Blue Phase
WK 13	<u>Platoon LFX:</u> RPFT 1, PLT STX, White Phase Report	
WK 14	<u>MTD STX:</u> UO PLT STX, CCTT, CA TP 4	
WK 15	<u>CCME:</u> CCME, 16 mi FM, SELBY ATK, PEER 3	
WK 16	<u>Recovery:</u> LAW Assessment #2, RPFT 2/5 mile run re-test (RTB Graded) , Maintenance, Recovery, End of Course Survey, AER Counseling, Co Ironman Competition, Dining In/Out, 12 Mi FM Retest, NLT Comprehensive Exam, COMP Exam Retest	
WK 17	<u>Graduation:</u> Out-processing, Graduation, Transition to HHC, Blue Phase Report (Close Out)	



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16 March 2016

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: ISAP Enclosure 1 IBOLC Processing of Student Records (Blue Packet) SOP

1. Reference:

- a. TRADOC REG 350-18
- b. TRADOC REG 350-10
- c. MCoE REG 350-10

2. Purpose: To inform companies/students of the procedures for processing Student Records (Blue Packets).

3. Scope: HHC will begin creating Blue packets upon receipt of students arriving more than five duty days prior to training day 1 of IBOLC. The gaining company will complete a Student Record (Blue Packet) for every student upon inprocessing to their company (main focus on short arrivals). All administrative paperwork and counseling actions for the student will be kept in the Student Record (Blue Packet) while in IBOLC.

4. General: Companies will send students through S-1 to input all student data into eMILPO During Day 1 inprocessing procedures, and complete NLT 3 days after inprocessing. Companies will simultaneously input students into the Microsoft Access Database at the PLT level prior to the end of Week 1 in the course. S-1 will collect all orders, amendments, bio sheets/ inprocessing sheets, Change of Address/ Directory Card, DD93 (SGLI), DA Form 3955 and Personnel Register DA Form 647-1. The Blue Packet will be maintained by the Platoon Trainer according to the organization and order described below.

NOTE: Items are to be presented by like items, from newest material to oldest. This guidance is only superseded by Specific Checklist inserted into example packet.

a. FRONT OF FOLDER:

- (1) Blue packet routing coversheet

b. 1st FLAP (BN):

- (1) Battalion recycle/release/casual memorandum
- (2) HHC Re-insertion Memo (if necessary)

c. 2nd FLAP (CO/S1):

- (1) Notification of intent to recycle
- (2) Student right to respond

d. 3rd FLAP (PLT):

- (1) Platoon trainer memorandum

(2) NG Memorandum with recommendation

e. 4th FLAP (Current Cycle):

- (1) Student graded assignments
- (2) Copy of grade book w/peers attached
- (3) Blue card (graded patrol)
- (4) Quizzes
- (5) Exams
- (6) OPORD grade sheets
- (7) Green card(s) (positive/negative spot reports)
- (8) All counseling's (performance, event, etc.)
- (9) Student ORB
- (10) APFT score card (DA form 705)
- (11) Body fat content worksheet (DA form 5500-R)
- (12) Weapon qualification card
- (13) APFT score card (DA form 705)
- (14) Body fat content worksheet (DA form 5500-R)
- (15) Weapon qualification card

f. 5th FLAP (Enduring Inprocessing/Graduation Packet Material):

- (1) Graduation Packet Checklist with Items in order of precedent
- (2) IBOLC Student Information Packet
- (3) Medical paperwork supporting medical recycle
- (4) IBOLC student inprocessing packet/bio sheet
- (5) Initial counseling
- (6) Honor code
- (7) Original orders & amendments, (1610)
- (8) Anti-terrorism level 1 training certificate
- (9) Sharp training certificate
- (10) Global assessment training certificate
- (11) Hometown news release (DD form 2266)
- (12) Student AER (DA 1059)
- (13) Student Diploma

g. 6th FLAP (Archived Attempts):

- (1) Student ORB
- (2) APFT score card (DA form 705)
- (3) Body fat content worksheet (DA form 5500-R)
- (4) Weapon qualification card
- (5) Student graded assignments
- (6) Copy of grade book w/peers attached
- (7) Blue card (graded patrol)
- (8) Quizzes
- (9) Exams
- (10) OPORD grade sheets
- (11) Green card(s) (positive/negative spot reports)
- (12) All counseling's (performance, event, etc.)
- (13) Student ORB
- (14) APFT score card (DA form 705)
- (15) Body fat content worksheet (DA form 5500-R)

- (16) Weapon qualification card
- (17) APFT score card (DA form 705)
- (18) Body fat content worksheet (DA form 5500-R)
- (19) Weapon qualification card

5. Specific:

a. **Initiating a Blue Packet/Board Process:** TRADOC Regulation 350-36, paragraph 5-4, subparagraph E states that, in the event that a student fails to meet BOLC-B requirements... the officer will begin the board process to determine whether recycling, branch transferring, or release from active duty is required.

(1) The IBOLC board process involves the student, Platoon level leadership, Company level leadership, and the Battalion Commander. The board process in IBOLC consists of the Platoon Trainer Recommendation, CO CDR Recommendation, Student Rebuttal, and the Battalion Commander's decision (outlined in Encl 1) and may be conducted deliberately (with a physical board) or hastily (where the Blue Packet is reviewed by each decision authority separately).

(2) A Blue Packet is generated for every student within IBOLC. A Blue Packet contains every student record important to illustrate and record a student's course progress (i.e. initial counseling, developmental counseling, retraining, and graduation). Blue packets are maintained in their entirety for two years, however a student's point distribution table (i.e. snapshot) is archived for data analysis.

(3) Initiating a BPR is the result of a student conducting one of the following actions: failing to meet critical and/or multiple course standards (see BPR SOP Encl. 1), committing a significant disciplinary or safety infraction, or suffering a medical injury, or life altering event which prevents their continuance in the course.

(4) The BPR will be initiated by the Senior Platoon Trainer. When making a recommendation for Casual Status, Platoon Trainers will clarify if they recommend a student be a phase recycle or Day 1 recycle. When making a recommendation for casual status or release, Platoon Trainers will provide their overall assessment of the officer's potential for future service. BPRs are inspected by the Company Commander, and reviewed by the Battalion Commander.

(5) Deliberate Blue Packet Reviews are conducted at the end of each phase when the potential outcome and time permits. When students are recommended for casual status or release, they appear before a physical board with their student record. The board will consist of BN CDR, CO CDR, and Platoon Trainer (or substitutes approved by the BN CDR).

(6) Hasty board processes will occur throughout the cycle for extenuating circumstances, and are normally reserved for medical, safety, or disciplinary actions that need review for immediate placement on casual status or release.

(7) The result of the BPR will range from, but is not limited to a verbal warning, verbal reprimand, written counseling, written reprimand, letter of concern, downgraded Academic Evaluation Report, recycling to day one of another class, placement on casual status for medical rehabilitation or professional development purposes, re-insertion into another class, rebranch, or recommendation for elimination (Encl 1 Decision Support Matrix). The Battalion Commander is the only person authorized to determine the outcome of a BPR for an IBOLC student. The

Commanding General is the only person authorized to eliminate a student from service. In order to graduate from the course, students must meet the requirements discussed in the following subparagraphs:

a. Blue Packet Process (Hasty) (utilize flow chart for illustration):

(1) PLT Trainer generates recommendation memorandum. PLT Trainers may suggest that the student be placed on casual status, or released from the course. If casual, the PLT Trainer will identify if the student should recycle, or restart the phase they are in. The PLT TNR will ensure that all documents are accurate and complete.

(2) CO CDR or 1SG inspects the packet, verifying all documents enclosed are complete and accurate, also utilizes the S1 and AR 25-20 for subject matter expertise. The CO CDR will write their own recommendation concurring, or not concurring with the PLT trainer. Company Commanders will simultaneously inform the BN CDR of the situation, especially if the factors or involved participants differs from the previous updates. If the student is NG, the CO will ascertain a NG Memo demonstrating the intent of their parent organization prior to blue packet counseling commences.

(3) The PLT TNR conducts Blue Packet Counseling with Student. At this point the process becomes deliberate if actions cease until a Board convenes at the end of the phase. The following sub paragraphs articulate the rest of the Hasty board process for times in which extenuating circumstances are met, i.e. medical, safety, or disciplinary actions that need review for immediate placement on casual status or release.

a. The Company fills out the "Blue Packet Initiation/Memorandum Request", attaches and **signs the routing slip**, then brings the blue packet to the S-1 for processing.

b. The S-1, **signs the routing slip**, reviews the Blue Packet, and creates all memorandums for the Battalion Commander's signature. The S-1 will notify the losing Company Commander to pick up the Blue Packet once complete. The losing Company Commander will sign the routing slip and hand carry the packet to the Battalion Commander for review and signature of memorandums.

c. The Battalion Commander **signs the routing slip**, reviews the Blue Packet and signs the memorandum. The Blue Packet is then returned to the S-1 by the losing Company Commander.

d. The S-1 **signs the routing slip** and updates RITMS with the new student status. The S-1 will notify the losing Company Commander to pick up the Blue Packet once complete.

e. **National Guard** students recommended for release will be maintained and accounted for by the losing training company until physically released from 2-11th IN. The losing training company will contact the National Guard LNO to ensure that the Soldier has amended orders releasing him back to his National Guard unit. The losing training company will then route the Blue Packet to the S-1 for processing.

f. If a **Regular Army** student is to be released, the losing training company leadership will physically conduct a hand-off with the student and Blue Packet to HHC leadership. HHC will **sign the routing slip** and maintain the Blue Packet until the student has been physically

released from 2-11th IN or reinserted into training. HHC will then route the Blue Packet to the S-1 for processing.

NOTE: The losing Company will conduct a physical handoff of the student to the gaining Company. The Blue Packet will catch up to the student in a timely manner once all the paperwork has been processed.

g. If a **Regular Army** student is to be reinserted, HHC will submit a "Blue Packet Initiation/Memorandum Request to S-1 to place student back into training status. HHC will route the Blue Packet to the S-1. The S-1 will **sign the routing slip**, prepare memorandums and route the packet for the Battalion Commander's signature.

h. If a **National Guard** student is to be reinserted, his orders must be updated to reflect reinsertion. The losing training company will contact the National Guard LNO to update him on the status of the Soldier and work with his National Guard unit/state, to **update his orders** to reflect a reinsertion into another IBOLC class. The losing training company leadership will physically conduct a hand-off with the student and Blue Packet to HHC leadership until the student is ready for reinsertion into his next class date. When the National Guard student is to be reinserted, HHC will submit a "Blue Packet Initiation/Memorandum Request to S-1 to place student back into training status. HHC will route the Blue Packet to the S-1. The S-1 will **sign the routing slip**, prepare memorandums and route the packet for the Battalion Commander's signature.

NOTE: If the student is on casual status for a medical reason, HHC will ensure the return to duty (RTD) slip is signed by a physician and attached to the request sheet

i. The Battalion Commander will **sign the routing slip**, review the Blue Packet and sign the memorandum. The packet is then returned to the S-1 by the Battalion Commander's secretary.

j. The S-1 will **sign the routing slip**, update RITMs and notify HHC. HHC will **sign the routing slip** and coordinate with the gaining training company for student hand-off. The Blue Packet will move with the student from HHC to the gaining training company where the gaining training company will **sign the routing slip**.

6. A tracking log will be maintained on all Blue Packets by the S-1.

7. Upon graduation the Blue Packet will be combined with the student class packets and turned into S-1. (See enclosure 1 for contents of Blue Packet)

8. 5 Mile Run and 12 Mile Footmarch Failure Instructions. Students who do not pass the 5 Mile Run in 40 minutes or 12 Mile Footmarch in 3 hours will not graduate. They will not receive an AER or participate in graduation. These students will be recorded on the company close out report.

a. **Regular Army** students will report to HHC in casual status and continue to train until they complete the event to standard. Once they complete the event to standard, they will be issued a marginal 1059/AER.

b. **National Guard** students will report back to their units with an MFR stating that they did not complete course standards (see sample "Failed Course Standards" memo). They will have six months to complete the event to standard and send an MFR (see sample "Achieved Course Standards" memo) stating they have completed the event signed by the first O-5 in their chain of command. Once the MFR is received from the NG student, the Co CDR will initiate a MFR (see sample "Completion of Physical Event" memo) signed by the IBOLC BN CDR stating the completion of the event. It will be a memorandum for: "Student name and SSN". The distro list on the bottom left will include the IBOLC Company Commander, IBOLC Platoon Trainer, MCoE Infantry NG LNO, and the NG unit commander.

b. **Regular Army/National Guard:** If six months have elapsed without meeting the standard, the Co CDR will initiate a MFR (see sample "Failed Course Standards" memo) stating that the student has not passed the course and will not receive an AER. The student will have to attend the course starting Day 1 to receive a course certificate and AER. The distro list for this MFR will include the IBOLC Company Commander, IBOLC Platoon Trainer, MCoE Infantry NG LNO (if applicable), the NG unit commander (if applicable), and the 199th BDE CDR.

9. Archive Procedures: IBOLC will maintain student records, to include every document in the blue packet, for two years. Due to the sensitive nature of the information in a student record, the non-essential information will be destroyed after two years. IBOLC Point Distribution Table (see ISAP encl 2), and the course Close out report for the entire class (see encl 3) are the only pieces of information that will be maintained after a two year period. All archived information beside the Close Out Report (Sterilized), and the IBOLC Student Point Distribution Table, are classified For Official Use Only.

10. Point of contact for this memorandum is the 2-11 IN (IBOLC) AS3 at 706-545-4940.

Encls

1. Outcomes DOCTEMP
2. BPR Flow Chart
3. Blue Packet Example
4. Close Out Report Example (Sterilized)

MATTHEW W. WEBER

LTC, IN

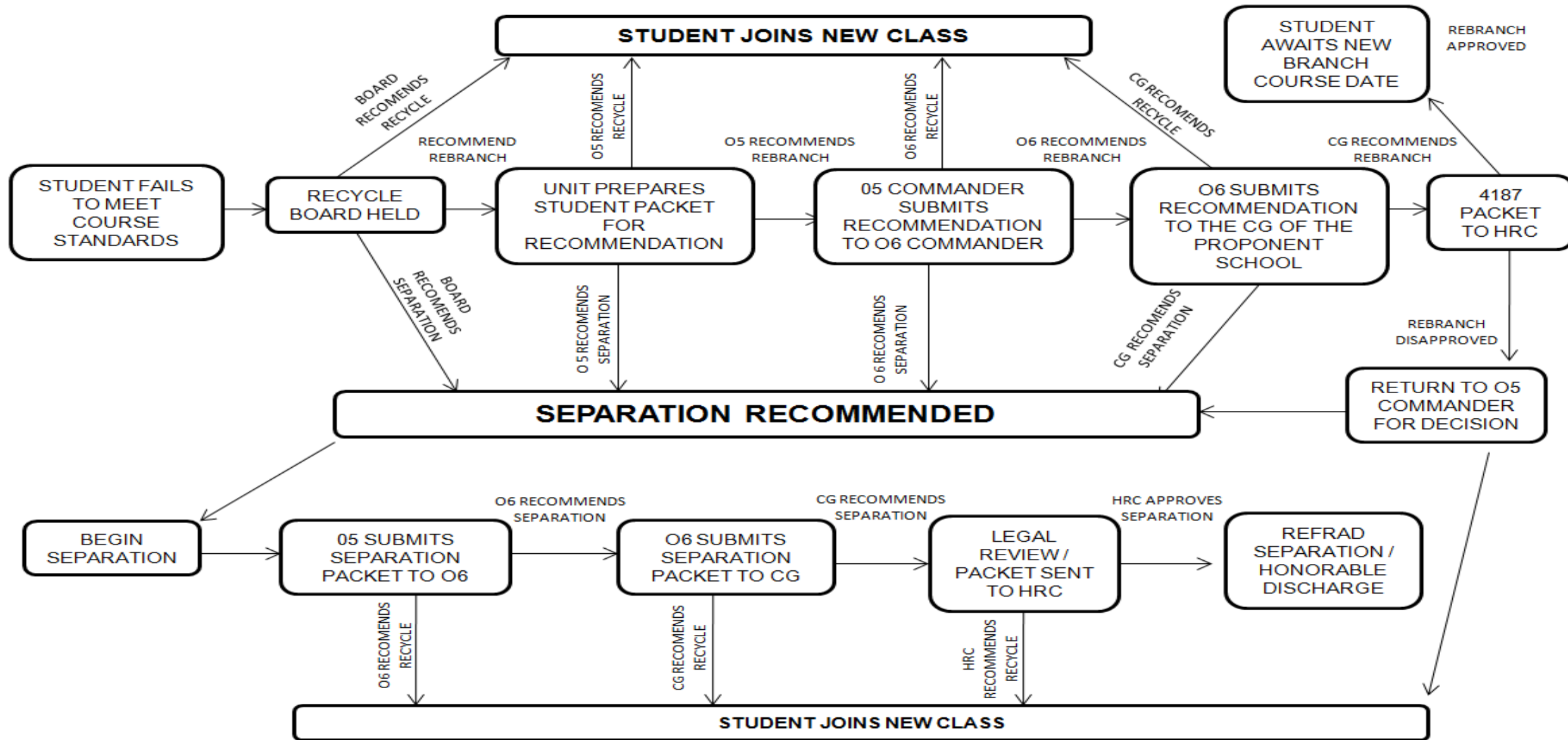
Battalion Commander

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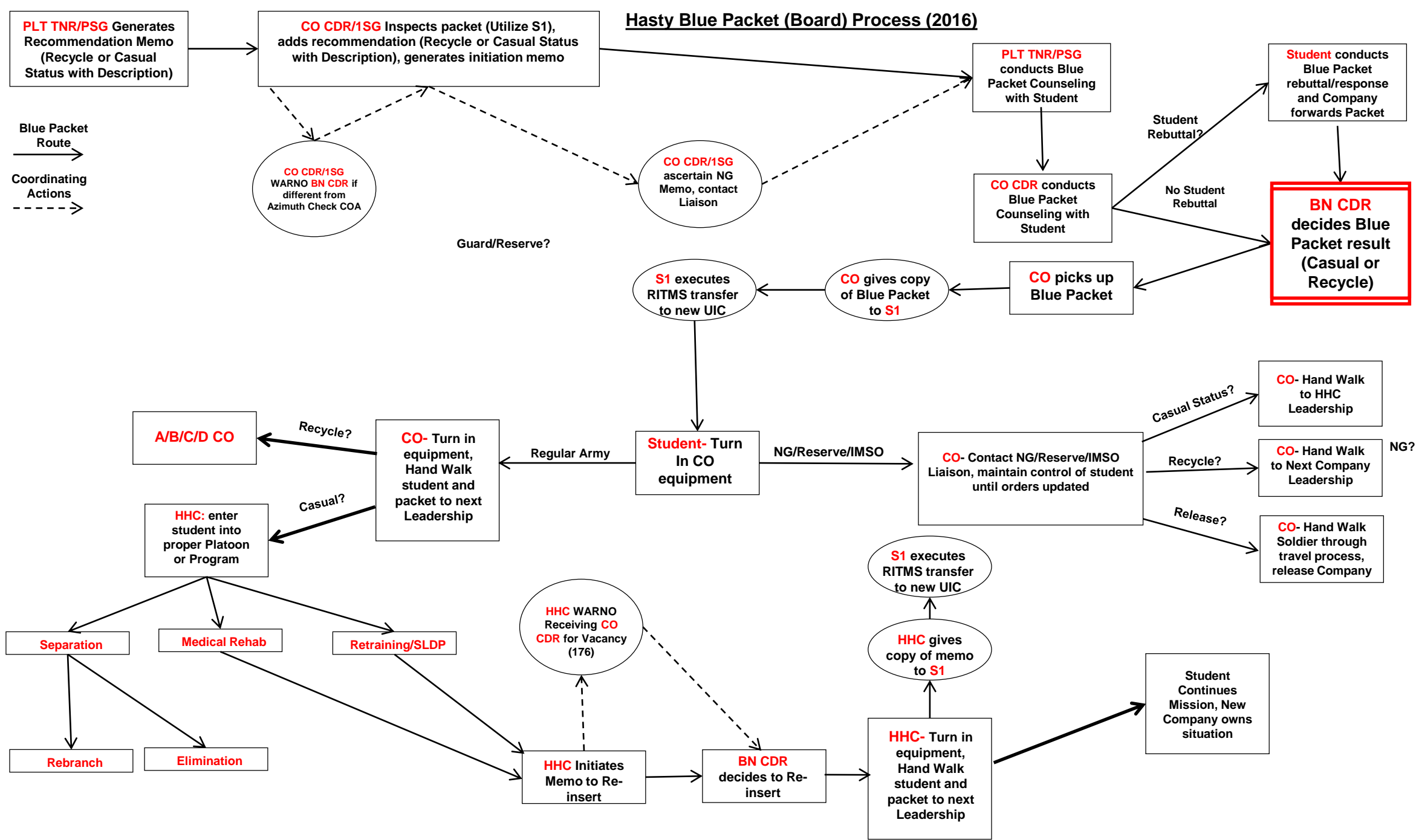
Enclosure 1: Decision Support Matrix					
	Disposition	BN CDR Options		CO CDR Options	
		RLS	CAS	CAS	TRN-
Red Phase	Height and Weight Initial Failure	RLS	CAS	PTS	TES
	Entrance Exam Failure	RLS	CAS	CAS	TES
	Initial APFT Failure	RLS	CAS	CAS	TES
	Initial 5 MI Run Failure	RLS	CAS	SPT	TRN-
	Safety Violation: Dependent on iteration and degree	RLS	CAS	SPT	TRN-
	BRM 1 Non-Qual		CAS		TRN
	BRM 2 Non-Qual			TES	TRN
	BRM Less than 28			TES	TRN
	TNG MGMT Test Failure			TES	TRN
	Land Nav Double Failure				TES
White Phase	0/5	RLS	CAS		
	1/5	RLS	CAS		
	2/5	RLS	CAS		
	3/5	RLS	CAS		
	Machine Gun Tasks				
	FTM LFX Missed Training	RLS	CAS		TRN-
	Peer 1 Failure		CAS	RSQ	SQD
	Negative Comments		CAS	RSQ	SQD
	<60%		CAS	RSQ	SQD
	SQD LFX Missed Training	RLS	CAS		TRN
Blue Phase	OPORD 1 First attempt failure			PTS	TRN
	PLT STX Missed Training		CAS	TES	TRN
	OPORD 2 First attempt failure			TES	TRN
	OPORD 2 Second attempt failure			PTS	TRN
	Failure to Pass OPORD	RLS	CAS		TRN
	12 Mile Ruck Failure	RLS	CAS	TES	TRN
	Peer 2 Failure		CAS	RPL-	PLT
	Negative Comments		CAS	RPL-	PLT
	<60%		CAS	RPL-	PLT
	Failure to Pass a Patrol	RLS	CAS		TES
All Phases	Comp Exam Failure	RLS	CAS	PCS	TRN-
	Final 5 Mile Run	RLS	CAS	PCS	TRN-
	IBOLO RPFT Failure		CAS		PCS
	PLT LFX Missed Training		CAS		TRN-
	CALFX Missed Training		CAS		TRN-
	Peer 3 failure		CAS		AER
	Negative Comments		CAS		AER
	<60%		CAS		AER
	Total Peers < 60%		CAS	PCS	AER
	16 Mile Ruck	RLS	CAS		
All Phases	3x Major Minus	RLS	CAS		
	Height and Weight Final Failure	RLS	CAS		
	Leader Attribute Failure	RLS	CAS		
	>72 Hours Missed Training	RLS	CAS		
	Neptigent Discharge	RLS	CAS		
	Alcohol Related Incident (Non-DUI)	RLS	CAS		
	DUI	RLS	CAS		
	Consistent or Flagrant Violation of Army Values	RLS	CAS		
	Illegal Drug Use	RLS	CAS		
	Legal Actions (Non-Alcohol Related)	RLS	CAS		
Definitions:					
Casual Status: When recommending Casual status, Platoon Trainers will provide their overall assessment of the officers potential for future service. Student maintains the potential to pass the course, and will be transferred from their training company to HHC. While in HHC the student may receive medical treatment, retraining, or may be recycled to day one of the course, recycled to day one of a specific phase, or entered into the Senior Leader Development Program.					
Release: When making a recommendation for release, Platoon Trainers will provide their overall assessment of the officers potential for future service. Student will not graduate the course, and will be transferred from their training company to HHC to be Recommended for Rebranch or Elimination.					
Spot Report: Student receives a major or minor minus spot report which affects overall academic grade					
Continue to Train: Student is allowed to stay in the course as long as they are in good academic standing otherwise					
Retest 70% Max: Students will be retested on the event and receive a maximum of 70% available points upon accomplishment					
Move to new PLT/Retain in SQD/PLT: Peer failure trigger movement of student between SQD/PLT, however with BN CDR waiver, student may be retained within his original element.					

RETEST/RETRAIN/RECYCLE/SEPARATE

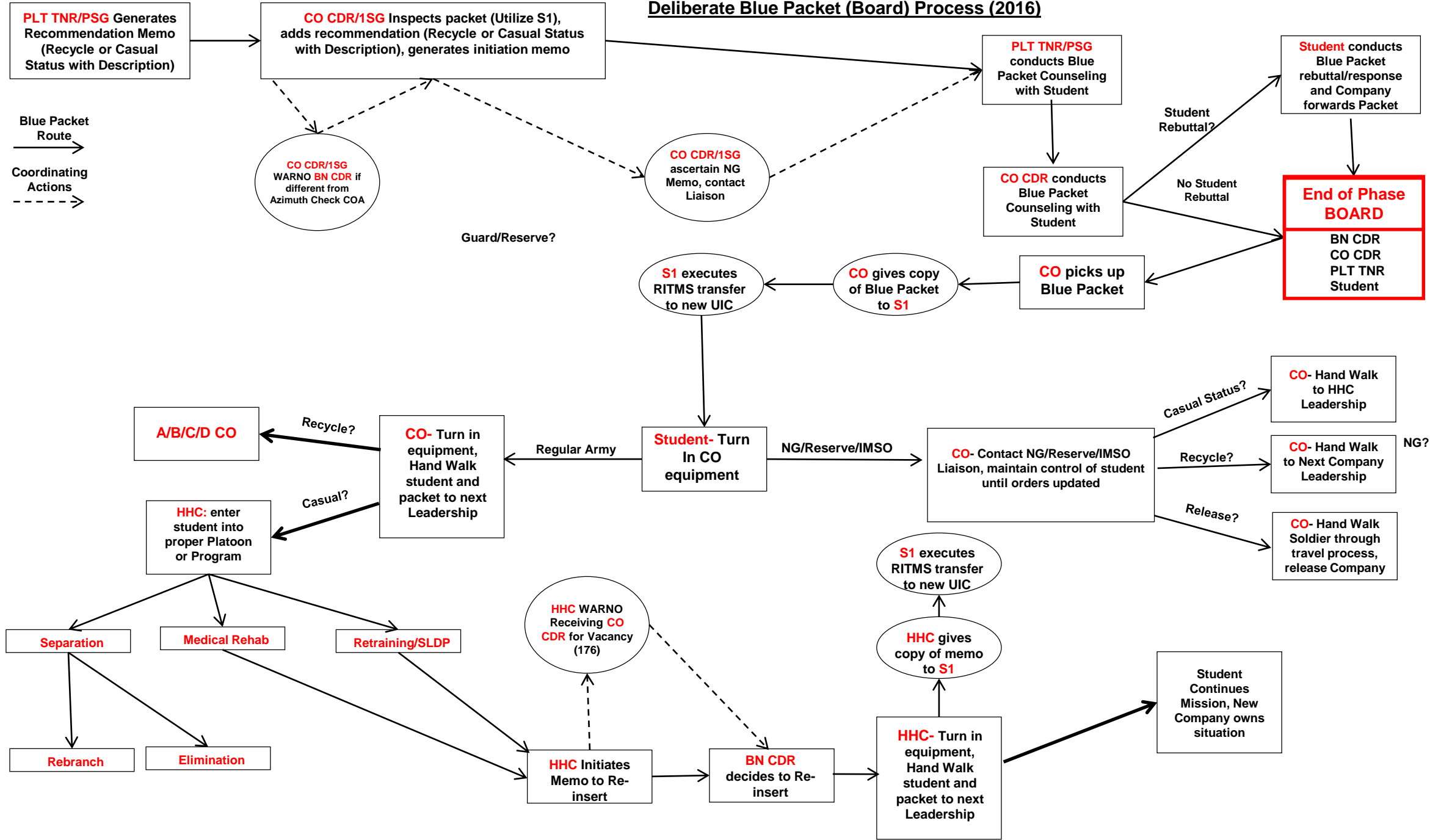


NOTE: Recycle Boards' conduct and composition is to be determined by individual BOLC-B organizations and approved by first O6 in chain of command.

Hasty Blue Packet (Board) Process (2016)



Deliberate Blue Packet (Board) Process (2016)



Enclosure 2: Student Points Distribution Table Draft

Name: _____

Platoon: _____

Class #: _____

IBOLC Student Points Distribution Table

Leadership	RED PHASE	WHITE PHASE	BLUE PHASE	Points	Passed Initial?	Event #1 Points	Event #2 Points
Leadership Assessment				150			
Platoon Trainer Overall Performance and Potential Evaluation				70			
Individual Development Plan				30			
SPOTs (AS REQUIRED)				0			
Sub Total				250			
Academic				Points	Passed Initial?	Passed Retest?	
IBOLC Entrance Exam				30			
Red Phase Exam (Training Management, MG Theory, Ranger Card, Unit Supply/Maintenance)				65			
White Phase Exam (Small Unit Ops, Terms and Graphics, TLP's Defense, Urban, IW, Recon and Sec, CAM, Equip and Vehicle Identification)				65			
IBOLC Comprehensive Exam				135			
Sub Total				295			
Physical Fitness				Points	Date	Retest Points	Date
5-Mile Run				30			
12 Mile Foot March				30			
Final APFT				100			
GO/NO GO	Move over, Through Obstacle Go / No Go	Load 25mm on BFV Go / No Go	Move Under Direct Fire Go / No Go	Employ Hand Grenade Go / No Go	Drag a Casualty Go / No Go	Remove a Casualty from Vic Go / No Go	Prep a 2 man Fight Position Go / No Go
Sub Total				160			
Tactical/Technical				Points	Passed Initial?	Passed Retest?	Remarks
Land Navigation				45			
Advance Land Navigation				15			
Marksmanship I				20			
Marksmanship II				20			
Sub Total				100			
Communication				Points	OPORD #1 Points	OPORD #2 Points	Passed Initial?
Reflective Paper 1 (Biographical MFR)				15	N/A	N/A	
Reflective Paper 2 (Book Review)				15	N/A	N/A	
Operations Order (Highest 2 Scores)				150			
Reflective Paper 3 (Book Review)				15	N/A	N/A	
Sub Total				195			
Total Points Available				1000			

Student Signature_____

PLT Trainer Signature_____

STUDENT: _____

IBOLC Leadership Assessment Card

< 10 requires negative bullet statement
>16 requires positive bullet statement
See back for grading rubric.

POSITION: _____

GRADED BY: _____

Enclosure 3: Leadership Assessment Card

Troop Leading Procedures

___/20

Communication

___/20

Tactical Problem Solving

___/20

Adaptability

___/20

Command Presence

___/20

Student displayed potential to successfully lead a platoon in combat: YES / NO

Cadre Signature _____ Student Signature _____

TOTAL _____/100

	16-20	11-15	6-10	0-5
Troop Leading Procedures	<ul style="list-style-type: none"> •Applies previous conclusions from terrain and enemy analysis ; leading to a marked advantage for friendly forces. •Successfully communicates a tactically/technically sound plan to defeat the prescribed enemy in the operational scenario. •Provides subordinates autonomy to accomplish the work. 	<ul style="list-style-type: none"> • Does take factors of terrain and enemy into account while planning. • Able to formulate significant conclusions , though they never lead to a marked advantage for friendly forces. •Prioritizes, organizes, and coordinates taskings for others. Plans for expected setbacks and enacts appropriate contingencies when needed. Monitors, coordinates and regulates subordinate actions but allows subordinates to accomplish the work. 	<ul style="list-style-type: none"> •Does not take factors of either terrain OR enemy in account while planning. • Able to develop a plan that fulfills mission requirements, though may not necessarily lead to mission success. •Demonstrates a limited understanding of supervising, managing, monitoring, and controlling priorities of work. Hasty prioritization and planning lead to incomplete guidance and direction. 	<ul style="list-style-type: none"> •Unable to develop a plan that fulfills mission requirements • Does not take the factors of terrain nor enemy into account while planning.
Communication	<ul style="list-style-type: none"> • Plan is executed exactly as briefed without the leader's immediate presence or supervision • Excellent level of competence and fluency • Uses precise terms precisely •Uses verbal and nonverbal means to maintain listener interest. •Adjusts information- sharing strategy based on operating conditions. •Ensures information dissemination to all levels in a timely manner. 	<ul style="list-style-type: none"> • Communicates a plan clearly and concisely •Uses mostly proper terms • Convincing; delivery does not detract from clarity •Chooses appropriate information-sharing strategy before communicating. •Conveys thoughts and ideas appropriately. •Disseminates information in a timely manner. •Provides guidance and asks for a brief back or confirmation. 	<ul style="list-style-type: none"> • Needs significant coaching or retraining to communicate either orally or in writing • Cannot communicate concisely • Misunderstands or fails to perceive nonverbal cues. Ideas not well organized or easily understandable. • Speaks without considering listener interest. Information dissemination is inconsistent or untimely. 	<ul style="list-style-type: none"> • Failed to communicate either orally or in writing • Could not explain central points, articulate the mission,
Tactical Problem Solving	<ul style="list-style-type: none"> •Models sound judgment. Engages in thoughtful assessment. Confidently makes decisions in the absence of all of the facts. 	<ul style="list-style-type: none"> •Demonstrates sound decision making ability. Shows consideration for available information, even when incomplete. 	<ul style="list-style-type: none"> •Inconsistently demonstrates sound assessment of situations. •Hesitates in decision making when facts not available. Forms opinions outside of sensible information available. 	<ul style="list-style-type: none"> • No understanding of task, problem or mission • Completely wrong understanding of purpose of mission • Fails to make decisions • Completely indecisive • No engagement to clarify
Adaptability	<ul style="list-style-type: none"> •Quickly recovers from setbacks. Focuses on the mission and objectives in the midst of shock, injuries, and stress. •Maintains organizational focus despite adversity. Learns from adverse situations and grows in resilience. 	<ul style="list-style-type: none"> •Recovers from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus. 	<ul style="list-style-type: none"> •Slowly recovers from adversity or stress. Inconsistently maintains a mission or organizational focus after a setback. 	<ul style="list-style-type: none"> •Does not recover from adversity or stress. Does not maintain a mission or organizational focus after a setback.
Command Presence	<ul style="list-style-type: none"> • Personifies the professional image of authority •Displays confidence and Resiliency • Inspires confidence in others with presence alone •Displayed Command over every aspect of the operation. •Commanding presence energizes others. •Exemplifies adherence to standards through appearance, demeanor, actions, and words. 	<ul style="list-style-type: none"> •Possesses a commanding presence. Projects a professional image of authority. •Relies on subordinate leaders too often •Knows the plan, needs more confidence in execution and leadership •Accomplished Mission but did not assert himself and inspire confidence in others 	<ul style="list-style-type: none"> •Inconsistently projects a professional image of authority. Actions lack a commanding presence. Allows professional standards to lapse in personal appearance, demeanor, actions, and words. • Is not confident in own plan • Shows confusion or provides unclear direction • Relied heavily on subordinate leaders. • Little control of his unit or subordinates 	<ul style="list-style-type: none"> • Quits • Cannot inspire others to act • Any emotional breakdown or unprofessional or demeaning interaction with others • Lost control of his unit or subordinates •Relied solely on subordinate leaders.

Enclosure 3 Leadership Assessment Card

Platoon Trainer Overall Performance And Potential Evaluation	70-54	53-36	35-18	17-0
Leadership	<ul style="list-style-type: none"> •When in charge, always takes charge, when subordinate serves as a top performing team player. •Scored 150-114 on leader assessment, never had a failing grade • Always practices effective mission command in appropriate scenarios. 	<ul style="list-style-type: none"> •When in charge, sometimes takes charge, when subordinate, serves as average team player. •Scored 113-76 on leader assessment • Often practices effective mission command in appropriate scenarios. 	<ul style="list-style-type: none"> •When in charge rarely takes charge, when subordinate, unreliable •Scored 75-38 on leader assessment •Rarely practices effective mission command in appropriate scenarios. 	<ul style="list-style-type: none"> •When in charge, never takes charge, when subordinate hinders his team with incompetence. •Scored 37-0 on leader assessment •Never practices effective mission command in appropriate scenarios.
Communication	<ul style="list-style-type: none"> •Always uses precise doctrinal terms correctly •Scored 50-38 points on writing assignments • Always uses verbal and nonverbal means to maintain listener interest • Produced OPORDs in top quarter of cohort, never had to re-brief •Always ensures information dissemination to all levels in a timely manner. 	<ul style="list-style-type: none"> •Usually uses precise doctrinal terms correctly •Scored 37-25 points on writing assignments • Sometimes uses verbal and nonverbal means to maintain listener interest • Produced OPORDs in second quarter of cohort •Sometimes ensures information dissemination to all levels in a timely manner. 	<ul style="list-style-type: none"> •Rarely uses precise doctrinal terms correctly •Scored 24-12 points on writing assignments • Rarely uses verbal and nonverbal means to maintain listener interest • Produced OPORDs in third quarter of cohort •Rarely ensures information dissemination to all levels in a timely manner. 	<ul style="list-style-type: none"> •Never uses precise doctrinal terms correctly •Scored 11-0 points on writing assignments • Never uses verbal and nonverbal means to maintain listener interest • Produced OPORDs in bottom quarter of cohort •Never ensures information dissemination to all levels in a timely manner.
Tactical/Technical	<ul style="list-style-type: none"> •No retest on land nav, scores 45-34 •Scores 15-12 on advanced land nav •Scores 40-31 cumulative points in marksmanship, no re-test •Served as a combat multiplier for peers as a competent member of platoon by increasing others' technical proficiency 	<ul style="list-style-type: none"> •Scores 33-22 on land nav •Scores 11-8 on advanced land nav •Scores 30-21 cumulative points in marksmanship, no re-test •Able to learn tactical and technical skills quickly but had limited effectiveness at instructing or help others learn 	<ul style="list-style-type: none"> •Scores 21-10 on land nav •Scores 7-4 on advanced land nav •Scores 20-11 cumulative points in marksmanship, no re-test •Had trouble learning tactical and technical concepts quickly and couldn't use what they learned to help others 	<ul style="list-style-type: none"> •Scores 9-0 on land nav •Scores 3-0 on advanced land nav •Scores 10-0 cumulative points in marksmanship, no re-test •Could not learn tactical or technical skills and was a hindrance to their team
Academic	<ul style="list-style-type: none"> •Did not have to retest any academic event •Average of All exams above 80% 	<ul style="list-style-type: none"> •Average of All exams 80-71% 	<ul style="list-style-type: none"> •Average of All exams 70-61% 	<ul style="list-style-type: none"> •Average of All exams 60% or below
Physical Fitness	<ul style="list-style-type: none"> •Scored a 300 (or above)- 294 on the final APFT •12 Mile Foot march time within the top 25% of peers •5 mile run within the top 25% of peers •Unaffected physically and always able to perform leader tasks in the tactical environment 	<ul style="list-style-type: none"> •Scored a 293-286 on the final APFT •12 Mile Foot march time within the second 25% of peers •5 mile run within the second 25% of peers •Consistently able to perform leader tasks despite physical state in the tactical environment, but shows some signs of distress 	<ul style="list-style-type: none"> •Scored a 285-270 on the final APFT •12 Mile Foot march time within the third 25% of peers •5 mile run within the third 25% of peers •Demonstrated ability to perform most leader tasks despite physical state in the tactical environment, but shows some signs of distress 	<ul style="list-style-type: none"> •Scored below a 270 on the final APFT •12 Mile Foot march time within the bottom 25% of peers •5 mile run within the bottom 25% of peers •Demonstrated difficulty in performing leader tasks in the tactical environment
Individual Development Plan	<ul style="list-style-type: none"> •Achieved 30-24 points 	<ul style="list-style-type: none"> •Achieved 23-16 points 	<ul style="list-style-type: none"> •Achieved 15-8 points 	<ul style="list-style-type: none"> Achieved 7-0 points

A student's placement within the columns will be determined based on their quantitative accomplishments in the course. The point value within each column will be determined by the Platoon Trainer's assessment of the student's potential.



DEPARTMENT OF THE ARMY
HEADQUARTERS, 2ND BATTALION, 11TH INFANTRY REGIMENT
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ATSH-TPB

15 December 2015

MEMORANDUM THRU Commander, 199th IN Brigade (Leader Development)

FOR Commandant, United States Army Infantry School

SUBJECT: Enclosure 4 Individual Development Plan (IDP) SOP

1. Individual Development Plan Purpose: A student's development and learning is the primary concern of IBOLC; however, until a student decides to commit themselves to their own development the efforts of IBOLC cadre will always fall short of the potential learning available in the course. The purpose of the Individual Development Plan is to promote self-reflection on personal performance, identify actions to sustain and improve, and develop plans to constantly progress as an Infantry officer. The IDP is worth 30 points of a student's 1000 overall academic points. Students will maintain their blue packets in accordance with this SOP. Once deductions are identified, students will develop a plan of action to improve their performance and brief it to their SQD and the platoon trainer during recovery operations. Once they have had a chance to put their plan of action into effect they will return to the counseling and assess the effectiveness of their plan of action and continue the process throughout the entire cycle. Platoon cadre will use the quality of the counseling packet alongside peer evaluations based on the implementation of each student's self-development criteria to determine the student's overall Platoon Trainer evaluation score.

2. IDP Overview: The IDP consists of three main functions: First (Self Development Counseling), it offers a way to focus a student's constrained time in IBOLC to maximize performance in the physical, cognitive and leadership domains by providing an organized counseling program that provides weekly feedback from the student primarily as well as the senior platoon trainer and their peers. Secondly (Packet Maintenance), it provides a constant example of how important it is to establish systems and the difficulties associated with maintaining the systems at the platoon level. Lastly (Counseling Sessions and Peers), the students will gain self-awareness and be required to voice their shortcomings and a plan of action to fix them in front of their SQD members and senior trainer which will force a student to seek self-improvement and force improvement throughout the course.

3. Duties: The student counseling packet will be maintained within the student records folder (aka Blue Packet). Each week students will update their counselings. Bi-phase the Platoon Cadre will meet with squads to conduct a progress counseling. The duties of the platoon are as follows:

a. Senior Platoon Trainer: Will ensure that the students are provided SOPs, grades, and all pertinent information to establish a counseling packet. Also, that students understand how the counseling program is executed. The counselings from the weekly feedback sessions can and will be used by cadre for context to facilitate a blue packet review if needed. However, the primary outcome for the counseling program is that students are trained to standard, evaluated, evaluate their performance, brief a plan to maintain above standard or fix sub-standard performance, and re-evaluated.

b. Student Squad/Platoon Leadership: Supervises squad and ensures counseling packets are assembled on time to standard. Every week on the last duty day immediately following returning to the 2-11 BN area the squad leader will retrieve the counseling packets and distribute them to their squad. Once the counseling session is complete he will return them to the platoon office and inform the student platoon sergeant that the squad is complete.

c. Individual students: Never removes any counselings or paperwork from the blue packet. Completes counseling forms and prepares for the Senior Platoon Trainer to proctor the SQD counseling session. Students will maintain the IBOLC Points Distribution table, and annotate their scores on the sheet as they progress through the course. Students will complete peer evaluations (analog or digital) of each squad member rating them on their overall performance, ability to successfully implement their individual counseling statements along with their ability to contribute to implementing the squads overall sustains and improves determined during the squad counseling sessions.

4. Execution: All preparation for the SQD counseling session will be complete prior to notifying the senior trainer. The SQD will not be released until the counseling session has been completed. The SQD counseling will be the senior trainer's primary duty upon returning from training.

a. The SQD counseling session will be limited to 30 minutes per SQD in order to prevent long amounts of time being spent on one SQD or one individual to ensure that all students are receiving feedback. SQDs not currently engaged in counseling will continue recovery operations. The format of the counseling session will be as follows:

b. 2 minutes for the SQD as a group to identify the primary sustain and primary improve along with a plan to fix the deficiency.

c. 60 seconds per individual. The plan will be written down and individuals responsible for seeing the improvement will be identified and deadline to execute retraining will be indicated.

d. The purpose of this is to increase the entire PLT's performance by strengthening SQD and individual proficiency by holding them accountable to focus on self-development and provide feedback if the plan of action is not effective.

5. Peer Evaluation Program

a. Purpose: To provide guidance for the academic criteria for, execution of, and counseling regarding officer peer reports.

b. Execution Methods and Principles

(1) The Peer Evaluation System (PES) adds a holistic evaluation of an IBOLC officer's performance in comparison to peers within his squad.

(2) The methodology employs a numerical scale peer ranking system. It is a collated system of all peer scores within the squad highest to lowest, allowing for identification of performance trends throughout IBOLC training. The PES Form (analog attached) provides a scale by which officers must numerically rank their peers within the squad, and also requires commentary on an individual officer's performance.

(3) The PES is based on the “TOP THIRD, MIDDLE THIRD, BOTTOM THIRD” concept. Each officer’s individual ranking is measured against a table broken down into “top third, middle third, bottom third” relative to the number of officers in that squad. Those officers rated in the top third are awarded a “+1” rating, a “0” rating for the middle third, and a “-1” rating for the bottom third (**Figure 1-Peer Ranking Table**). The total of these ratings is compared to the total score. (**Figure 2- Peer Rating Table**). Given that the lowest possible peer score for any given number of officers in a squad is “50”, and the highest possible peer score is “100”, a total tally peer score of “0” is equivalent to a peer percentage score of “75”.

(4) Student Analog Execution:

(a) The IBOLC officer will fill out the PES form according to instructions given.

(b) Peer Ranking Portion: Officers will rate their squad members according to their overall performance. Officers will rate all members in the squad excluding himself. They will assign a number position under the Peer Ranking portion according to the officer’s performance within the squad, e.g., The best officer in the squad will receive the number 1; the worst in a ten man squad will receive the nine (remember, the officer does not rate himself).

(c) Commentary Portion: Officers will provide their comments regarding the rated Officer’s performance in the six categories shown. These categories will offer a holistic insight for the Platoon Trainer in the overall officer’s performance, thereby providing the Platoon Trainer/Commander with specific references to support counseling if the officer fails to achieve 60%.

(5) Instructor Execution:

(a) They will apply their last name at the bottom of the report acknowledging that their comments were made impartially.

(b) Comments will not be shown to or discussed with others.

(c) Officers are prohibited from collaborating with other students to attempt to subvert the peer system.

(d) Officers will rank their squad from best to worst.

(e) A rating number will only be used once per officer.

(f) The IBOLC Instructor tabulates the squad’s peer scores using the peer ranking and rating table. The IBOLC Instructors determine if any squad members have failed to achieve 60% (GO). Those officers that fail to achieve the minimum standard of 60% are designated as “Peer Failures” and will be counseled verbally and in writing by the Platoon Trainer.

a. Outcome: Peer evaluations will not count for a stand-alone grade, however they will be considered to a lot Platoon Trainer Overall Performance and Potential Evaluation points (70). Peer results will be incorporated in the Platoon Trainer’s overall assessment of the student and will be evaluated in conjunction with other aspects of the student’s performance to determine the necessity of a recycle or elimination. Once tabulated and complete, the Platoon Trainer will average the officer’s three peer rating assessments. The max total of points allowed will be 100 (annotated in the Grade Book). All peer assessments will placed in the officer’s Blue Packet. The first two peer evaluation counseling’s will be conducted by the Platoon Trainer concurrently within the squad counseling. If separate conversations need to occur they will on an individual

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Subject: Enclosure 4 Individual Development Plan (IDP) SOP

basis, i.e. any student who fails peer evaluations will have an individual conversation with Platoon Cadre. If the officer fails to achieve 60% or higher on the first peer evaluation, he will be moved to a different squad within the same platoon, and the Company Commander will be notified. If a student fails to achieve 60% or higher on the second peer evaluation, they will be moved to a different platoon and the Battalion Commander will be notified. If the officer fails to achieve an average (from all three peer evaluations) of 60% or higher by the final peer evaluation, their Academic Evaluation Report will be downgraded to "Marginal" and mentioning of their interpersonal shortcomings will be articulated within the context of the AER.

b. Review Board Execution: Peer evaluations will not count for a stand-alone grade, however they will be considered to a lot Platoon Trainer Overall Performance and Potential Evaluation points (70). Peer results will be incorporated in the Platoon Trainer's overall assessment of the student and will be evaluated in conjunction with other aspects of the student's performance to determine the necessity of a recycle or elimination. Any officer that achieves a final averaged peer score of less than 60% will be considered a "Peer Failure" and will be subject for a Company Review Board to determine if the officer will be recycled, rebranched, withdrawn or eliminated from service. Platoon Trainers will ensure that all counseling's, peer evaluation sheets and academic documentation are retained in the officer's Blue Packet.

6. Point of contact for this memorandum is the 2-11 IN (IBOLC) AS3 at 706-545-4940.

Encl.

1. Peer Ranking Table
2. Peer Rating Table
3. Hard Copy Eval Form
4. Hard Copy Scoring Guidance

MATTHEW W. WEBER
LTC, IN
Battalion Commander

FIGURE 1 (Peer Ranking Table)

PEER RANKING	NUMBER OF OFFICERS IN THE SQUAD								
	8	9	10	11	12	13	14	15	16
1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1
3	0	0	0	1	1	1	1	1	1
4	0	0	0	0	0	0	0	1	1
5	0	0	0	0	0	0	0	0	0
6	-1	0	0	0	0	0	0	0	0
7	-1	-1	0	0	0	0	0	0	0
8		-1	-1	-1	0	0	0	0	0
9			-1	-1	-1	0	0	0	0
10				-1	-1	-1	0	0	0
11					-1	-1	-1	-1	0
12						-1	-1	-1	-1
13							-1	-1	-1
14								-1	-1
15									-1

GREEN= TOP THIRD (+1)

WHITE= MIDDLE THIRD (0)

RED= BOTTOM THIRD (-1)

FIGURE 2 (Peer Rating Table)

PEER RATING	NUMBER OF RATED SQUAD MEMBERS								
	7	8	9	10	11	12	13	14	15
15									100
14								100	98
13							100	98	97
12						100	98	98	95
11					100	98	96	95	93
10				100	98	96	92	93	92
9			100	98	96	92	91	91	90
8		100	97	95	93	91	90	89	88
7	100	97	94	93	91	90	88	88	87
6	96	94	92	90	89	88	87	86	85
5	93	91	89	88	86	85	85	84	83
4	89	88	86	85	83	83	83	82	82
3	86	84	83	83	82	81	81	80	80
2	82	81	81	80	80	79	79	79	78
1	79	78	78	78	77	77	77	77	77
0	75	75	75	75	75	75	75	75	75
-1	71	72	72	73	73	73	73	73	73
-2	68	69	69	70	70	71	71	71	72
-3	64	66	67	68	68	69	69	70	70
-4	61	63	64	65	66	67	67	68	68
-5	57	59	61	63	65	65	65	66	67
-6	54	56	58	60	61	63	63	64	65
-7	50	53	56	58	58	60	62	63	63
-8		50	53	55	57	58	60	61	62
-9			50	53	56	56	58	59	60
-10				50	52	54	56	57	58
-11					50	52	54	55	57
-12						50	52	54	55
-13							50	52	53
-14								50	52
-15									50

GREEN= ABOVE 60%

RED= BELOW 60%

Peer Evaluation System Form

Officer Rated _____
 Company _____ Platoon _____

Squad _____

Use criteria below in comments concerning this officer's performance in training

INITIATIVE: _____

DEPENDABILITY: _____

TEAMWORK: _____

ATTENTION TO DETAIL: _____

TACTICAL KNOWLEDGE: _____

PHYSICAL STAMINA: _____

Answer YES or NO to the following questions by circling YES or NO.

If you had the choice would you:

1. Go to war with this officer? YES NO
2. Share a foxhole with this officer? YES NO

(PLACE AN "X" NEXT TO YOUR RESPONSE)

____ GRADUATE
 ____ RECYCLE
 ____ REBRANCH
 ____ ELIMINATION FROM SERVICE

RATER INFORMATION

Last name: _____

1

Best

2

3

4

5

6

7

8

9

10

11

12

13

14

15

Worst

RANK THIS OFFICER WITHIN THE SQUAD FROM BEST TO WORST.

THIS WILL HELP DETERMINE THE OFFICERS STATUS IN THE COURSE.

*ONLY ONE NUMBER PER OFFICER WITHIN THE SQUAD.

EXAMPLE

You have a 10 man squad. You should be rating 9 officers. You do not rate yourself. Therefore, there should be 9 different ratings.

(IBOLC INSTRUCTOR USE ONLY)

SQUAD

RANKING:

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

Best

Worst

Overall Peer Rating % _____

EXAMPLE

As the Platoon Trainer, I have a 10 man squad. LT John Doe will receive 9 peer evaluations. His squad peer rankings are as follows:

1
3
8
6
6
4
3
3
5
7

} Note that there are only 9 peer evals. The rated officer does not rate his self.

I will now use Figure 1 to determine how many peer evals fall within the TOP, MIDDLE and BOTTOM third. Based on a 10 man squad I have determined the following:

1 } TOP third= +1 Rating

3
4
3
3
5
6
7

} MIDDLE third= 0 Rating

SO

(+1) + (-1)

8 } BOTTOM third= -1 Rating

I will now use Figure 2 to determine LT John Doe's Peer %. LT Doe received a "0" peer rating based off a 10 man squad. **His peer evaluation is 75%.**

**IBOLC Communicative Skills Program
Evaluation Sheet**

Name: _____ **Platoon:** _____ **Assignment:** _____

- A:** Excellent (14-15 pts) _____
B: Good (11-13 pts) _____
C: Marginal (2-10 pts) _____
D: No-Go (0-1 pts) _____

Errors in the following:	<u>Instructor Comments:</u>
Substance	
Missing bottom line	
Unsupported bottom line	
Weak or incomplete bottom line	
Purpose is unclear	
Needs more information	
Other	
Organization	
Bottom line is not up front	
Poorly ordered presentation	
Needs transitions	
Other	
Style	
Inappropriate passive voice	
Inappropriate reading level	
Needs packaging	
Jargon/ acronyms/ clichés	
Wordy/ redundant	
Other	
Correctness	
Spelling	
Punctuation	
Capitalization	
Sentence construction	
Subject-verb agreement	
Pronoun reference/vague pronouns	
Person shift	
Verb tense	
Word usage	
Other	



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ATSH-TPB

15 December 2015

MEMORANDUM THRU Commander, 199th IN Brigade (Leader Development)

FOR Commandant, United States Army Infantry School

SUBJECT: Enclosure 5 Reflective Paper SOP

1. Purpose: Effective communication is paramount to an officer's ability to articulate intent to subordinate, adjacent, and superior elements. While in IBOLC, each student will complete three writing assignments worth 15 points each. Platoon Trainers will assess each writing assignment within the scope of completeness, effort, and coherency as it applies to military writing (see Encl 1). Every IBOLC student has a college degree, therefore writing assignments will reflect the rules of good grammar, punctuation, and spelling. Furthermore, in reflective paper 2 and 3, the instructors will evaluate the student's ability to conduct and document professional research.

2. Reflective Paper 1: Biographical Memorandum for Record.

a. This assignment will be written according to the formatting regulations for Memorandums for Record listed in AR 25-50 2-7, page 9.

b. Students will be issued this assignment on the first day of training. The assignment will be due on the final day of the week by close of business.

c. This document will be no longer than 2 pages.

d. Each student will do his own work.

3. Reflective Paper 2: Book Review

a. This writing assignment will be about military leadership from the Army Reading List or the MCOE Reading List. This writing assignment will be due at the beginning of Week 9 during the White phase of the course. Using the lessons in your readings, write a paper on the enduring elements of small unit leadership. Focus your attention on why the study of military leadership is important and what characteristics make up a good leader. What attributes and competencies did the leaders in your readings exhibit and what were some of the factors that led them to make good decisions in combat?

b. This assignment will be written according to the formatting regulations for Memorandums of Understanding listed in AR 25-50 2-6, page 8.

c. This assignment will be no longer than 3 pages.

d. Each student will do his own work.

4. Reflective Paper 3: Book Review

a. This writing assignment will be over military training from the Army Reading List or the MCOE Reading List. This writing assignment will be due at the beginning of Week 11 during the White phase of the course. Using the lessons in your readings, write a paper on the enduring elements of small unit leadership. Focus your paper on how you will prepare your platoon for combat. Describe how proper training can develop Soldiers and create leaders. What can you as a platoon leader do to replicate the conditions of combat as closely as possible as well as capture the uncertainty Soldiers may face under such conditions (changing battlefield conditions, rushed timelines, casualties, bad intel, etc.)? What does the phrase “train as you fight” mean to you?

b. This assignment will be written according to the formatting regulations for Memorandums of Understanding listed in AR 25-50 2-6, page 8.

c. This assignment will be no longer than 3 pages.

d. Each student will do his own work.

5. Book Review Additional Guidance: Students must read and reference the chosen books topic, books, and articles in their writing. The Donovan Research Library may have limited copies of each book; therefore, students should begin the readings immediately. Students are encouraged to maximize the potential of the Maneuver Self Study Program and should seek to read and reference as many of the books and articles as possible. Students can access the Maneuver Self Study Program at the following link: <http://www.benning.army.mil/mssp/>

a. The student is responsible for ensuring that all work is properly documented. The student will use either notes or parenthetical citations to give credit for any information that he paraphrases or quotes. This is important so the reader can find the writer’s sources to continue the reader’s own research. Plagiarism is a violation of the United States Army Infantry School honor code. A breach of the honor code will result in a day one recycle, drop from the course, and/or elimination from the United States Army. Furthermore, the student will not cite an encyclopedia—like Wikipedia or Answers.com—in writing their papers.

b. The reflective essays are a graded course assignment (15 Points). Failure to complete the essays may constitute a major minus spot report for Failure to Follow Specific Instructions. Regardless, the writing assignment must be completed by the student.

c. Students should direct all questions towards their platoon cadre.

5. Point of contact for this memorandum is the 2-11 IN (IBOLC) AS3 at 706-545-4940.

Enclosure:
1. Reflective Paper Eval Sheet

MATTHEW W. WEBER
LTC, IN
Battalion Commander

INFANTRY BASIC OFFICER LEADERS COURSE
OPERATIONS ORDER
EVALUATION SHEET

Name: _____

Date: _____

Grader: _____

SCORE: _____
Superior (95-100) Outstanding (85-94) SAT(75-84) Marginal (70-74) UNSAT(69 and Below REBRIEF) **Out of 100 possible points

Issue a Platoon Operations Order	Comments _____ Start Time _____
Issues a Platoon Warning Order incorporating the 8 minimum elements IAW FM 3-21.8	WARNO Quality (Optional):
I. Situation (5 Points)	
Outcome: The student briefs the Area of Operations and Area of Interest, Platoon Boundaries, and unit's Task Organization. The student demonstrates an understanding of friendly and threat capabilities.	Timeline: _____ Taskorg: _____ AO: O B T F AI: CAS: (F/W) (R/W) IDF: (A) T: R: (M) T: R: RES: T: R:
Evaluate Terrain and Weather & Civil (20 Points)	SU=19-20pts O=17-18pts SAT=15-16pts M=14 U=13 and below REBRIEF
Outcome: The student analyzes military aspects of terrain and weather using OAKOC, can discuss significant effects on enemy and friendly forces, and understands how terrain, weather, and civil considerations impact friendly and enemy forces. The student understands how these factors influence mission plans, indirect fires, and effects on employment of weapon systems. The student briefs and accurately displays a GDOT and draws accurate conclusions. The student can make logical deductions based on the situation.	SIGNIFICANT CONCLUSIONS TERRAIN O Reinforcing (T) (P) Existing (N) (M/M) A Friendly S / S / F Enemy S / S / F K O C WEATHER: V W P C T CIVIL: A S C O P E TIME: _____
Evaluate the Threat (20 Points)	SU=19-20pts O=17-18pts SAT=15-16pts M=14 U=13 and below REBRIEF
<ul style="list-style-type: none"> Evaluates disposition / composition / strength / capabilities and vulnerabilities by WFF and briefs significant conclusions. Develops Enemy Course of Action <ul style="list-style-type: none"> How he expects the enemy to fight with respect to their decisive point. Clearly describes from start to finish how the enemy will accomplish its assigned task and purpose. Clearly states the task/purpose of the enemy force(s), what he saw as the enemy's decisive point, and why he thinks it is their decisive point. Briefs the employment of significant enemy Warfighting Functions as necessary. This enemy COA is depicted on a SITEMP IAW FM 34-130, Appendix B down to individual vehicles, key weapon systems, and squads. Enemy COA is in accordance with his doctrine and/or patterns. SEE ENEMY RUBRIC Outcome: The IBOLC student evaluates the threat disposition, composition, and strength and can analyze the relative combat power using the Warfighting Functions. The student depicts the enemy course of action using a concept statement and sketch and can communicate the threat's plan to their decisive point. The student depicts the enemy DOCTEMP and SITEMP.	DISPOSITION (ENY BIG PICTURE 2 LEVELS UP) 2 UP: _____ 1 UP: _____ COMPOSITION/STRENGTH (#'s vs. %'s) (#) (%) (WEAPONS / RANGES) CAPS BY WARFIGHTING FUNCTION SIGNIFICANT CONCLUSIONS/ VUNERABILITIES INTEL S / N / W MOV/MAN S / N / W FIRE SUPT S / N / W PROTECTION S / N / W SUSTAINMENT S / N / W C2 S / N / W (LEADERSHIP) MPCOA: Purpose Form of Maneuver / Defensive Technique: D.P.: _____ WHY? T/P DO: T: P: SO1: T: P: SO2: T: P: SO3: T: P: Fires: Describes the fight: _____ Achieves DP: Y / N Endstate : (FR, EN, Terrain, Civil) SITEMP QUALITY: _____ TIME: _____

Enclosure 6 IBOLC OPORD Evaluation Sheet

	<p>Demonstrates understanding of the higher commander's mission, intent, and Con of Ops 1 and 2 levels up.</p> <ul style="list-style-type: none"> Outcome: The IBOLC Student briefs "2 up" in the sequence of the fight with understanding of the higher unit's plan 	<p style="text-align: center;">BATTALION COMPANY</p> <p>MISSION: INTENT: CONCEPT:</p>
	<p>II.Mission (5 Points)</p>	
	<p>Outcome: The IBOLC Student understands how his mission nests with higher; restates the mission.</p>	<p style="text-align: center;">W W W W W (X2)</p> <p>Key Tasks:</p>
	<p>III. Execution (50 Points)</p>	<p><i>10 Points for CONOP and COA Statement</i> SU=47-50pts O=42-46pts SAT=37-41pts M=35-36pts U=34 and below REBRIEF</p>
	<p>COA Sketch</p> <ul style="list-style-type: none"> Outcome: The IBOLC Student can generally brief the plan off sketch; Clearly depicts the fight around the DP and what must be achieved. 	<p>Clear and easy to understand:</p> <p>T/P:</p> <p>Operational Graphics:</p>
	<p>Describes vision for execution: Outcome: The IBOLC Student can brief a concept of the operation statement, understands the appropriate form of maneuver or defensive technique and his plan logically supports his identified decisive point. The IBOLC student's Decisive Operation is focused on actions at the decisive point. The IBOLC Student understands tactical risk and how to mitigate it. All subordinate units have a task and purpose and understands how to nest subordinate unit's tasks into the broader plan.</p> <p>The IBOLC Student states the main purpose for each significant Warfighting Function and employs available assets consistently with doctrine, maximizing their capabilities. The IBOLC Student demonstrates an understanding of how to arrange and synchronize elements and activities in time and space for both friendly and enemy forces.</p> <p>The IBOLC Student establishes effective direct and indirect fire control measures.</p> <p>The IBOLC Student incorporates appropriate and adequate visual aids and graphics to clearly convey his plan.</p> <p>The IBOLC Student masses the effects of combat power to achieve overmatch at the Decisive Point.</p> <p>IV. Sustainment</p> <p>Classes of Supply MEDEVAC Plan / CCP Locations EPW CP Locations Water Resupply Location of specialty equipment</p> <p>V. Command and Control</p> <p>Secession of Command Passwords/Hand and arm signals Frequencies SOI Changeover <u>CO</u> <u>PLT</u> Shift/Lift (PACE) Link Up Signal MEDEVAC (PACE) Location of Key Leaders</p>	<p>PURPOSE:</p> <p>Form Of Maneuver / DEF TECH:</p> <p>DECISIVE POINT: WHY:</p> <p>TACTICAL RISK: MITIGATED:</p> <p style="text-align: center;">T/P</p> <p>DO: T: P: SH1: T: P: SH2: T: P: SH3: T: P:</p> <p>FIRES: MOV/MAN / INTEL / PRO / SUS / C2 / FIRES T: P:</p> <p>END STATE: (FR, EN, Terrain, Civil): TIME: _____</p> <p><u>SCHEME</u> (40 Points)</p> <p style="text-align: center;">PH1 PH2 PH3 PH4 PH5 PH6 PH7</p> <p><u>SP/EP</u> <u>Critical Tasks</u> <u>MVT FM/OOM/MVMT Tech</u> <u>DFCM</u> <u>TTLODAC</u> <u>CCP/CASEVAC</u> <u>C2</u> <u>Key Leader Loc</u> <u>SOSRA</u></p> <p>Decisive Point Achieved: Y / N Could you live-fire this plan: Y / N End Time: _____</p>
	<p>Questions to consider/Points for discussion:</p> <ul style="list-style-type: none"> Did the student demonstrate ability to effectively communicate a mission order with confidence? Did the student incorporate all elements of the 5 paragraph operations order format? Did the student communicate the OPORD orally in an organized manner using visual aids that facilitate the mutual understanding of the plan. Does the student know his plan and brief his plan without relying extensively on written notes? 	<p>MISSION ORDER OUTCOME: The IBOLC Student is able to analyze the components of a complex problem, make sound and timely decisions, and communicate a solution in the form of a mission order.</p> <p>Mission Order Outcome Achieved: Y / N</p> <p>Did the student brief confidently: Y / N</p> <p>Did the student communicate in a way that is thoroughly understood and inspires confidence in subordinates: Y / N</p>

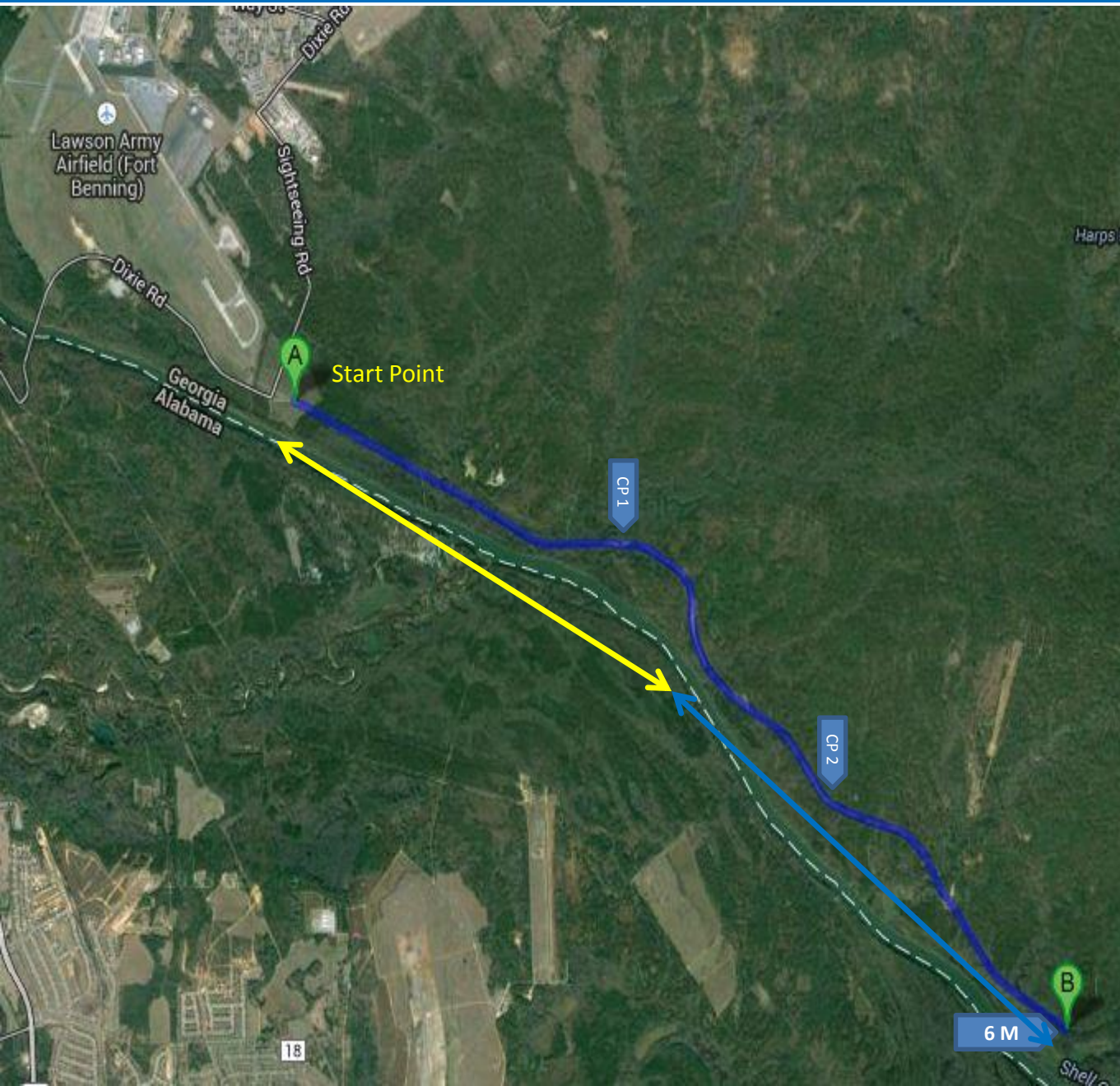
Measure of Performance: Which of the following categories does the SM fall after reviewing content of the brief?		TERRAIN 20%		Measure of Effectiveness: The total number of SMs that fall in each category upon completion of all OPORDs.	
SUPERIOR	OUTSTANDING	SATISFACTORY	MARGINAL	UNSATISFACTORY	
THINKS CRITICALLY ABOUT THE MILITARY ASPECTS OF TERRAIN, WEATHER, AND CIVIL	THINKS CRITICALLY ABOUT THE MILITARY ASPECTS OF TERRAIN, WEATHER, AND CIVIL	THINKS CRITICALLY ABOUT THE MILITARY ASPECTS OF TERRAIN, WEATHER, AND CIVIL	THINKS CRITICALLY ABOUT THE MILITARY ASPECTS OF TERRAIN, WEATHER, AND CIVIL	DOES NOT THINK CRITICALLY ABOUT THE MILITARY ASPECTS OF TERRAIN, WEATHER, AND CIVIL	
ABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY AND FRIENDLY	ABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY AND FRIENDLY	ABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY AND FRIENDLY	UNABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY <u>OR</u> FRIENDLY	UNABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY AND FRIENDLY	
ABLE TO EFFECTIVELY ARTICULATE CONCLUSIONS TO THE TARGET AUDIENCE	ABLE TO EFFECTIVELY ARTICULATE CONCLUSIONS TO THE TARGET AUDIENCE				
CONCLUSIONS LEAD TO A MARKED ADVANTAGE FOR FRIENDLY FORCES					
TALLY UP THE TOTAL NUMBER OF SMs WHO FALL IN EACH CATEGORY UPON COMPLETION OF ALL OPORDs. COMPANY PIs PROVIDE FEEDBACK TO THE BN PI BASED ON THE <u>MoE</u>, BN PI WILL ADJUST POI AS NECESSARY.					

Measure of Performance: Which of the following categories does the SM fall after reviewing content of the brief?		ENEMY 20%		Measure of Effectiveness: The total number of SMs that fall in each category upon completion of all OPORDs.	
SUPERIOR	OUTSTANDING	SATISFACTORY	MARGINAL	UNSATISFACTORY	
THINKS CRITICALLY ABOUT THE ENEMY	THINKS CRITICALLY ABOUT THE ENEMY	THINKS CRITICALLY ABOUT THE ENEMY	THINKS CRITICALLY ABOUT THE ENEMY	DOES NOT THINK CRITICALLY ABOUT THE ENEMY	
ABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY	ABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY	ABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY	UNABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO ENEMY	UNABLE TO FORMULATE SIGNIFICANT CONCLUSIONS IN RESPECT TO THE ENEMY	
THINKS CRITICALLY ABOUT HOW THE ENEMY WILL FIGHT	THINKS CRITICALLY ABOUT HOW THE ENEMY WILL FIGHT	THINKS CRITICALLY ABOUT HOW THE ENEMY WILL FIGHT	THINKS CRITICALLY ABOUT HOW THE ENEMY WILL FIGHT	DOES NOT THINK CRITICALLY ABOUT HOW THE ENEMY WILL FIGHT	
ABLE TO SUCCESSFULLY ARTICULATE HOW ENEMY WILL FIGHT, IDENTIFIES VULNERABILITIES, AND CAPITALIZES ON THOSE VULNERABILITIES IN SoM	ABLE TO SUCCESSFULLY ARTICULATE HOW ENEMY WILL FIGHT AND IDENTIFY VULNERABILITIES	ABLE TO SUCCESSFULLY ARTICULATE HOW ENEMY WILL FIGHT	UNABLE TO SUCCESSFULLY ARTICULATE HOW ENEMY WILL FIGHT	UNABLE TO SUCCESSFULLY ARTICULATE HOW ENEMY WILL FIGHT	
TALLY UP THE TOTAL NUMBER OF SMs WHO FALL IN EACH CATEGORY UPON COMPLETION OF ALL OPORDs. COMPANY PIs PROVIDE FEEDBACK TO THE BN PI BASED ON THE <u>MoE</u>, BN PI WILL ADJUST POI AS NECESSARY.					

Enclosure 6 IBOLC OPORD Evaluation Sheet

Measure of Performance: Which of the following categories does the SM fall after reviewing content of the brief?		BLUE PLAN 50%		Measure of Effectiveness: The total number of SMs that fall in each category upon completion of all OPORDs.	
SUPERIOR	OUTSTANDING	SATISFACTORY	MARGINAL	UNSATISFACTORY	
ABLE TO DEVELOP A PLAN THAT FULFILLS MISSION REQUIREMENTS	ABLE TO DEVELOP A PLAN THAT FULFILLS MISSION REQUIREMENTS	ABLE TO DEVELOP A PLAN THAT FULFILLS MISSION REQUIREMENTS	ABLE TO DEVELOP A PLAN THAT FULFILLS MISSION REQUIREMENTS	UNABLE TO DEVELOP A PLAN THAT FULFILLS MISSION REQUIREMENTS	
DOES TAKE FACTORS OF TERRAIN AND ENEMY IN ACCOUNT WHILE PLANNING	DOES TAKE FACTORS OF TERRAIN AND ENEMY IN ACCOUNT WHILE PLANNING	DOES TAKE FACTORS OF TERRAIN AND ENEMY IN ACCOUNT WHILE PLANNING	DOES NOT TAKE FACTORS OF TERRAIN <u>OR</u> ENEMY IN ACCOUNT WHILE PLANNING	DOES NOT TAKE FACTORS OF TERRAIN NOR ENEMY IN ACCOUNT WHILE PLANNING	
COULD SUCCESSFULLY AND SAFELY EXECUTE PLAN	COULD SUCCESSFULLY AND SAFELY EXECUTE PLAN	COULD SUCCESSFULLY AND SAFELY EXECUTE PLAN	COULD SUCCESSFULLY AND SAFELY EXECUTE PLAN	COULD NOT SUCCESSFULLY NOR SAFELY EXECUTE PLAN	
APPLIES PREVIOUS CONCLUSIONS LEADING TO A MARKED ADVANTAGE FOR FRIENDLY FORCES	APPLIES PREVIOUS CONCLUSIONS LEADING TO A MARKED ADVANTAGE FOR FRIENDLY FORCES				
SUCCESSFULLY COMMUNICATES A TACITALLY/TECHNICALLY SOUND PLAN TO DEFEAT PRESCRIBED ENEMY IN OPERATIONAL SCENARIO					
TALLY UP THE TOTAL NUMBER OF SMs WHO FALL IN EACH CATEGORY UPON COMPLETION OF ALL OPORDs. COMPANY PIs PROVIDE FEEDBACK TO THE BN PI BASED ON THE MoE, BN PI WILL ADJUST POI AS NECESSARY.					

Example 12 Mile Foot March



MISSION: x/2-11 IN conducts 12 mile foot march NLT DTG

CONCEPT: Conducted as a release ruck march. Students will march 6 miles out and 6 miles back along the approved course. Student will be briefed that any time below 2:40 will be recorded as "2:40." Any time above 3:00 will constitute event failure.

Time Line

xxxx Thermo Scan/ Weight Check
xxxx Step Off
xxxx NLT complete

UNIFORM

- ACU's w/ACH
- FLC w/2 quarts of water
- Ruck w/ packing list
- Reflective Belt on equipment
- light source (red lens)
- Gloves
- Eye Pro
- Dummy rifle

12 mile Footmarch: 30 points

<2:40:00 hrs = 30 points (13:20 min pace)
<2:44:00 hrs = 25 points (13:40 min pace)
<2:48:00 hrs = 20 points (14:00 min pace)
<2:52:00 hrs = 15 points (14:20 min pace)
<2:56:00 hrs = 10 points (14:40 min pace)
<3:00:00 hrs = 5 points (15:00 min pace)

Example 12 mile Ruck March Packing List

Rucksack	Quantity	Worn	Quantity
ACU Complete	2 sets	ACUs Complete	1 set
Socks (Green or Black)	6 pair	Socks (Green or Black)	1 pair
Tan T-shirts	6 each	Tan T-shirt	1 each
Sleep System (Bivy and Light Bag)	1 set	Boots (Summer)	1 pair
Poncho Liner	1 each	FLC (complete w/ 2 canteens)	1 each
Brown Towel	1 each	Eye Pro	1 each
Wet Weather Top and Bottom	1 set	ACH	1 each
Poncho	1 each	Headlamp (Red Lens)	1 each
Weapons Cleaning Kit	1 set	ID Card/ID Tags	1 each
BFA	1 each	Magazines	2 each
Ranger Handbook	1 each	M4	1 each
2 Quart Canteen with carrier (Full)	1 each	Wristwatch	1 each
E Tool with Carrier	1 each		
Camelback	1 each		
Reflective Belt (Outside of Ruck)	1 each		

ENSURE ALL WATER IS FILLED AT MORNING ACCOUNTABILITY.

36 POUNDS DRY

47 POUNDS WITH 5 QTS OF WATER IN RUCKSACK (FULL CAMELBACK, 1 FULL 2 QT CANTEEN)

Uniform can be modified by Company 1SG for weather and the items not worn can be packed in the rucksack

Example 5 MILE RUN



MISSION: x/2-11 IN conducts 5 Mile Run NLT DTG

CONCEPT: The five mile run measures your aerobic fitness and endurance of the leg muscles. You must complete the run without any physical help. At the start, all soldiers will line up behind the starting line. On the command 'go', the clock will start. You will begin running at your own pace. To run the required five miles, you must complete the required five mile distance (describe the turn-around point, control points, start and finish points, and course layout). You are being tested on your ability to complete the five mile course in the shortest time possible. Although walking is authorized, it is strongly discouraged. If you are physically helped in any way (for example, pulled, pushed, picked up and/or carried), or leave the designated running course for any reason, the event will be terminated. It is legal to pace a soldier during the five mile run as long as there is no physical contact with the paced soldier and it does not physically hinder other soldiers taking the test. The practice of running ahead of, alongside of, or behind the tested soldier while serving as a pacer is permitted. Cheering or calling out the elapsed time is also permitted. A popsicle stick will be handed out at the turn around point. Students must maintain positive control of the popsicle stick and present it to the designated cadre member after completing the run. Report your time to the designated cadre member and go to the area designated for recovery. Do not stay near the scorers or the finish line as this may interfere with testing.

UNIFORM

- IPFU IAW 1SG Guidance, weather, and a water source

5 mile run: 30 points

- < 33:00 = 30 points (6:36 mile pace)
- < 33:45 = 28 points (6:45 mile pace)
- < 34:30 = 25 points (6:54 mile pace)
- < 35:15 = 22 points (7:03 mile pace)
- < 36:00 = 19 points (7:12 mile pace)
- < 36:45 = 16 points (7:21 mile pace)
- < 37:30 = 13 points (7:30 mile pace)
- < 38:15 = 11 points (7:39 mile pace)
- < 39:00 = 9 points (7:48 mile pace)
- < 39:45 = 7 points (7:57 mile pace)
- < 40:00 = 5 points (8:00 mile pace)

***Students who run faster than 33:00 will be recorded as running 33:00 and will receive the maximum score of 30.**

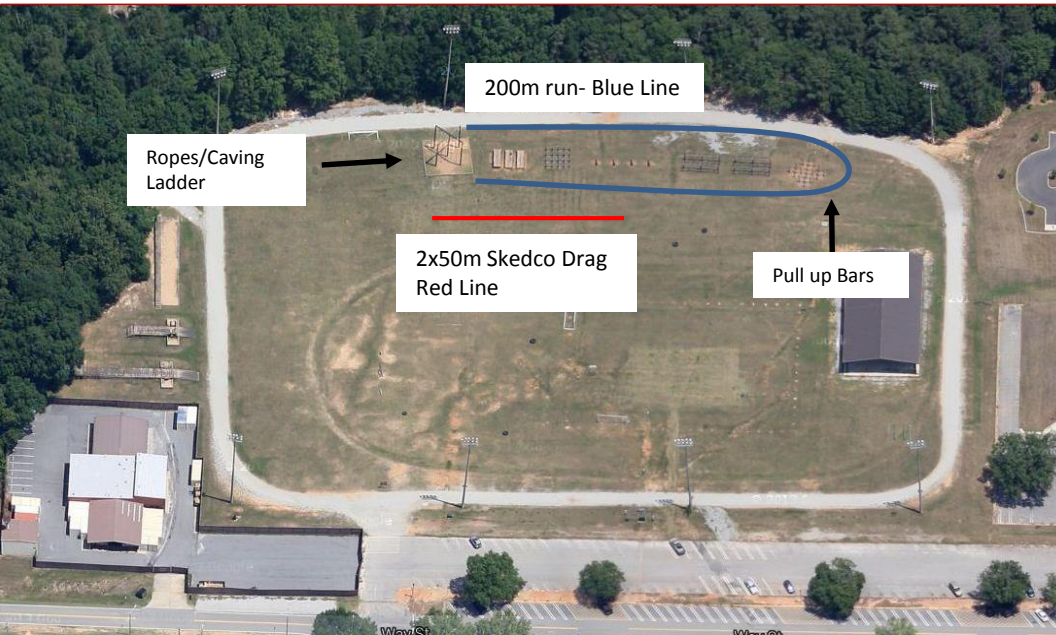


X Company Iron Man



Fort Benning, Home of the MCoE

Ranger Physical Assessment Test



Concept of the Operation: x/2-11 IN conducts class xxx-xx the Iron Man Competition on DTG IOT determine the most fit in the company.

Generic Timeline:

1. 0600-0630 Warm up
2. 0630 Brief
3. 0640 Heat 1
4. 0648 Heat 2
5. 0656 Heat 3
6. 0704 Heat 4
7. 0712 Heat 5

RPAT 2/1 Mile Route

- Start at the Rope Climb
- Head South around Peden Field
- Continue South on 1st Infantry BDE Loop
- Turn left and continue 1st Infantry BDE Loop
- Turn left on Dixie Rd and continue to the turn around point
- At the turn around point follow the same route back

Events in sequence:

- 2-mile run wearing ACUs, boots, IOTV w/ plates, ACH and Camelback
- After completion of the run climb a 20-foot fast rope and do a controlled descent
- Drag a 185 lb SKEDCO 2x50m
- Climb a 20-foot caving ladder and climb back down
- Sprint 200m
- Scale an 8-foot wall
- Conduct a 1-mile run
- Time stops when you cross the finish line

Mission:

x/2-11 IN conducts class xxx-xx the Iron Man Competition on DTG IOT determine the most fit in the company.

Commander's Intent:

- Compete to find the most physically dominant 2LT because on the fields of friendly strife are sown the seeds that on other days and other fields will bear the fruits of victory.

End State:

Participants complete the RPAT as quickly as possible.

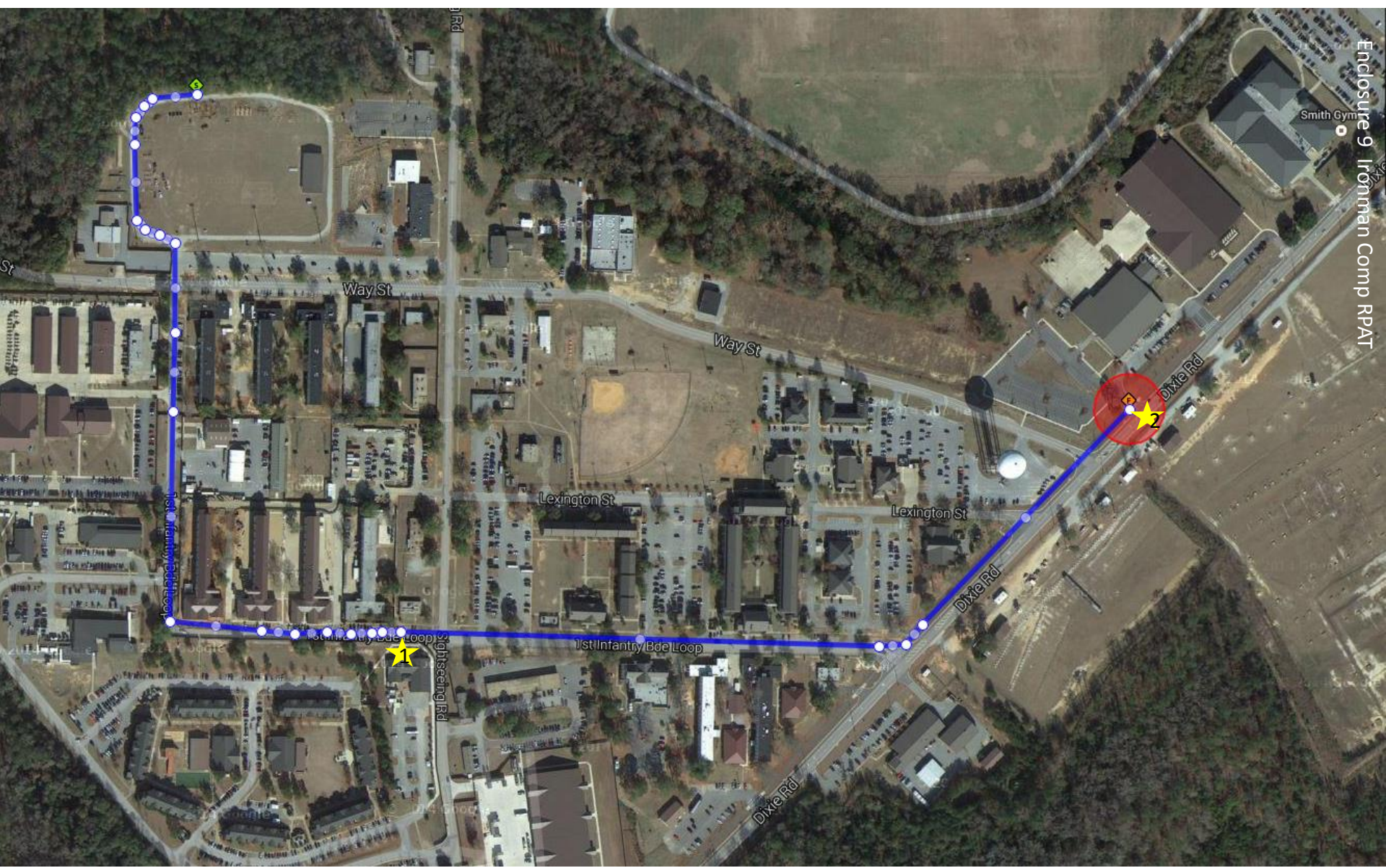
Enclosure 9 Ironman Comp RPAT



Iron Man: 2 mile Route Ranger Physical Assessment Test



Fort Benning, Home of the MCoE



Enclosure 9 Ironman Comp RPAT



DEPARTMENT OF THE ARMY
HEADQUARTERS, 2ND BATTALION, 11TH INFANTRY REGIMENT
6649 VIBBERT AVENUE
FORT BENNING, GEORGIA 31905-6221

ATSH-TPB

15 December 2015

MEMORANDUM THRU Commander, 199th IN Brigade (Leader Development)

FOR Commandant, United States Army Infantry School

SUBJECT: Enclosure 10 IBOLC Student Spot Report SOP

1. Spot Reports: IBOLC Cadre use the SPOT Report to identify positive and negative actions of the IBOLC student which can affect their academic standing, or their Platoon Trainers' Overall Performance and Evaluation of them at the end of the course. The four types of SPOT reports are: Minor Positive (Minor "Plus"), Major Positive (Major "Plus"), Minor Negative (Minor "Minus"), Major Negative (Major "Minus"). A Major SPOT Report is +/- 5 points. A Minor SPOT Report is +/- 2 points. **Earning three major negative spot reports, or the equivalent thereof, regardless of the amount of positive spots earned, will initiate a Blue Packet Review for academic reasons.**

3. General information regarding spot reports:

a. Students in a tactically graded position can not receive SPOT Reports. Students may not receive a SPOT Report for purely failing a graduation requirement.

b. Cadre will notify and verbally counsel the IBOLC student on their conduct when issuing a SPOT Report immediately or as soon as possible when the situation permits.

c. Cadre will have the student initial the front of the SPOT Report after it is filled out. The Students' initials indicate the incident occurred as stated and acknowledges receipt of the SPOT. If the student refuses to initial the SPOT, the cadre will make a statement to that effect on the rear of the SPOT. The student will receive no disciplinary action or additional counseling for refusing to initial the SPOT. The effect on the student is identical whether or not he signs.

d. The SPOT Report must be written as detailed as possible. The Platoon Trainer will inspect all SPOT Reports for thoroughness, and file them within a reasonable timeframe depending on the operational tempo.

e. Below are listed examples of actions that can cause a student to receive negative and positive SPOT Reports:

(1) Minor Negative (Minus) SPOT Report: (Note) Three minor Negatives equal one Major Negative SPOT Report

(a) Improper uniform and equipment for training.

NOTE: Students will not receive one minor minus for every missing item. Cadre will only give one SPOT per item up to one major SPOT Report for all items unless intent to deceive or deviate from packing list is discovered; at which point it may be grounds to initiate a BPR.

- (b)** Dirty/rusty weapon or equipment
- (c)** Improper status received.
- (d)** Late for formation or training.
- (e)** Not getting information down to each and every man in the unit.
- (f)** Losing minor/non-mission essential items of equipment.
- (g)** Sleeping at any time other than when scheduled:
 - 1st offense– Warning
 - 2nd offense–Minor (-)
 - 3rd offense –Major (-)
- (h)** Breaking noise and / or light discipline.
- (i)** Break in contact of a short duration of time less than 10 minutes.
- (j)** Failure to report at the proper time. (More than five minutes late merits a major unsatisfactory SPOT).
- (k)** Improper tie-down of sensitive items or mission essential equipment
- (l)** Failure to follow administrative instructions during student evaluation periods (land navigation test and peer evaluations).
- (m)** Failure to properly negotiate any obstacle during the confidence course.
- (n)** Poor performance in an non-graded but designated position (Compass-man, RTO, etc).
- (o)** Falling out of formation or not making time standard for non graded runs or footmarches.

(2) Major Negative (Minus) SPOT Report

- (a)** Violation of specific instructions by instructors, staff or student leaders.
- (b)** A weapon that does not function properly due to being dirty or rusty.
- (c)** Having ammo or pyrotechnics other than when authorized.
- (d)** Willfully or repeatedly breaking noise and/or light discipline.
- (e)** Break in Contact that results in a loss of time of 10 minutes or more to the patrol. This is considered a safety hazard.
- (f)** Having a loaded weapon while in a non-tactical posture.
- (g)** Having an unloaded weapon while in a tactical posture or having a weapon on fire when not engaging enemy.

- (h) Insubordination to Cadre or Student Chain-of-Command.
- (i) Committing a safety violation during the conduct of training.
- (j) Not supporting the Chain-of-Command.
- (k) Relieved from a non-graded position for failure to support the Chain-of-Command.
- (l) Exceptionally poor performance in a non-graded designated position.
- (m) Repeated breaks in contact (more than one in a 24-hour period).
- (n) Weapon not under positive control in a tactical environment (either in hand, or within arm's reach).
- (o) Sensitive items not under positive control (either tied down or in hand).
- (p) Failure to report at proper time or more than five minutes late.
- (q) Failure to submit a graded requirement (ie. Writing, OPORD, etc).
- (r) Lapses in judgement not commensurate with ADRP 6-22 (Leader Presence, Intellect, and Character).

(3) Minor Positive (Plus) SPOT Report: Three minor positives equal one major positive.

- (a) Constructing an excellent terrain model, sketches, or annexes.
 - (b) Excellent appearance of weapon / equipment.
 - (c) Outstanding performance in an un-graded leadership position.
 - (d) Exceptional motivating factor in unit morale.
 - (e) Fastest time on the land navigation course.
 - (f) "Top Shot" in the platoon.
 - (g) Student performed 6-9 pull-ups during the APFT.
- (4) Major Positive (Plus) SPOT Report**
- (a) Superior performance in the administrative chain of command for an extended period of time.
 - (b) Showing unusual initiative in an emergency situation.
 - (c) Exceptional performance over an extended period of time as a non-graded squad/plt member.
 - (d) Fastest time, finding all points on the land navigation course.

ATSH-TPB

Subject: Enclosure 10 IBOLC Student Spot Report SOP

(e) Outstanding performance as a squad/plt member (compass-man, point man, RTO, rifleman, machine gunner).

(f) "Top Shot" in the company.

(g) Student performed ten or more pull-ups during the RPFT.

4. Example Student Spot Report:

STUDENT SPOT REPORT	
Event / Task: _____	
<input type="checkbox"/> - Positive	
<input type="checkbox"/> - Negative	<input type="checkbox"/> - Major +/- 5 Pts
	<input type="checkbox"/> - Minor +/- 2 Pts
Comments: _____ _____ _____	
DTG: _____	Student: _____
Cadre: _____	Platoon: _____
Signature: _____	Signature: _____

5. Point of contact for this memorandum is the 2-11 IN (IBOLC) AS3 at 706-545-4940.

MATTHEW W. WEBER
LTC, IN
Battalion Commander



Infantry Task Integration



Fort Benning, Home of the MCoE

Common Tasks	IBOLC	11B OSUT	11C OSUT	Functional Course
Conduct Tactical Movement	Yes	Yes	Yes	
Employ Hand Grenades:	Yes	Yes	Yes	
Prepare a Fighting Position	Yes**	Yes	Yes	
Evacuate a Casualty				
Dismounted: Drag to immediate safety:	Yes	Yes	Yes	
Mounted: Remove from a vehicle:	Yes**	Yes*	Yes*	BLC & SLC
Maintain the 25 mm gun on a Bradley Fighting Vehicle (Install the barrel):	N/A	Yes*	***	BLC
Maintain the 25mm gun on a Bradley Fighting Vehicle (Remove the feeder):	N/A	Yes*	***	BLC
Load 25mm ammunition on a Bradley Fighting Vehicle:	Yes**	Yes*	***	BLC
Load TOW Missile into Launcher on a Bradley Fighting Vehicle:	N/A	Yes*	***	BLC
Infantry Tasks				
Move over, through, or around obstacles (Scale a 2 meter vertical obstacle with assistance):	Yes	Yes	Yes	
Move under direct fire (rise from a prone, kneeling, or crouched position and sprint 3-5 seconds)	Yes	Yes	Yes	
Prepare a dismounted TOW missile firing position:	N/A	Yes*	N/A	HWLC
Engage targets with the M2 .50 caliber machine gun (Lift and carry the gun):	N/A	Yes*	N/A	HWLC
Lay a 120mm mortar (Emplace the base plate):	N/A	N/A	Yes	IMLC
Lay a 120mm mortar (Emplace the cannon):	N/A	N/A	Yes	IMLC
Lay a 120mm mortar (Traverse the mortar):	N/A	N/A	Yes	IMLC
Fire a 120mm mortar (Lift and hold the mortar round):	N/A	N/A	Yes	IMLC

*** Implemented**

****Begin Implementation for first class of CY 2016**

***** 11C replicates this physical demand with like 120mm mortar physical demand**



Physical Demands Test SOP



Fort Benning, Home of the MCoE

WK 1	In-Processing: Counseling, Initial APFT, BDE CDR Brief, COL Puckett/Jeff Struecker Brief, ASAP/Suicide Awareness, Informal Reception and Spouse Orientation, Army Profession / Physical Readiness Training, Nutrition, LREC Survey, DLAB Testing	Red Phase
WK 2	BRM 1: Training Management, 5 mi Run, 4 mi FM, Iron Sight BRM, Individual Movement Techniques, Buddy Team Movement, PDT	
WK 3	BRM 2: Optics Training and Qualification, Intro to Combatives, Fire Team Movement, Best SDQ Competition, Stonehenge (Indv)	
WK 4	Land Navigation: LAW Assessment #1, Urban Orienteering, Orienteering Courses, LN Test, RTT, Hand Grenades, Intro to PB, Army Leadership Development, LN Retest	
WK 5	Machine Gun: Range Card, MG Theory, Bradley Touch #1, MG Qual, Weapons Squad Drills/LFX, US Weapons (If able), Battle Drill Intro, ASA-B, CONOP Briefs, NLT Red Phase Exam, PDT	
WK 6	Fire Team LFX, Squad STX: Squad Battle Drills, TC3 Classroom (Naso/CAT/Skedco), RTT, 6 mi FM, Red Phase Report	White Phase
WK 7	Squad LFX: TNG MGMT, Intro to PLT Ops, SQD STX, TC3 (MSTC), Stonehenge (Team), 8 mi FM, PEER 1	
Wk 8	Troop Leading Procedures: PH 1 Physicals, TEWT, Team OPORD, CAID IPB Observation	
WK 9	Enablers: CFF/IDF Classes/Simulator/LFX, INDV OPORDs, CAS/CCA Classes/Simulator, Advanced Land Nav	
WK 10	Platoon STX: PLT FOOM, 10 mi FM, PLT STX, PLT Culminating ATK, PEER 2	
WK 11	IPB: PH 2 Physical, UO SQD STX/TEWT, Bradley Touch #2, UO TLPs, Defensive Ops, 12 mi FM, PDT, OPORD 2 Briefs,	Blue Phase
WK 12	Urban Operations: UO STX, PB, Combatives, PLT Attack, TC3, NLT White Phase Exam	
WK 13	Platoon LFX: RPFT 1, PLT STX, White Phase Report	
WK 14	CALFEX: PLT STX, Sec LFX, CIED STX	
WK 15	CCME: CCME, 16 mi FM, SELBY ATK, PEER 3	
WK 16	Recovery: LAW Assessment #2, RPFT 2/5 mile run re-test (RTB Graded), Maintenance, Recovery, End of Course Survey, AER Counseling, Co Ironman Competition, Dining In/Out, 12 Mi FM Retest, NLT Comprehensive Exam, COMP Exam Retest	
WK 17	Graduation: Out-processing, Graduation, Transition to HHC, Blue Phase Report (Close Out)	

WK 2: 466/Beaverfit (POI Day 9/85)
-Move Over, Through, or Around Obstacles
-Load 25mm HEI-T Ammunition Can on BFV (Simulated)
-Remove a Casualty from a Vehicle (Mounted)*
-Drag a Casualty to Immediate Safety

WK 5: MG PT Day 1 (POI Day 17/85)
-Move Under Direct Fire
-Employ Hand Grenades
-Prepare a 2-Man Fighting Position

WK 11: 12 Mile Foot March (POI Day 53/85)
-Conduct Tactical Movement

Enclosure 11: Physical Demands Test SOP

Additional Guidance

Physical Demands Test:

- Are a graduation Requirement
- PDT Conditions can be adjusted with “acceptable substitutes”. Those “substitutes” must be incorporated in IBOLC SOP, and performed identically in follow-on iterations
- PDTs can be conducted according to an arbitrary timeline.
- All PDT datum will be collected to for context for OPAT
- PDT tasks are measured as GO/NO GO events (or GO/NO GO tasks)
- PDT tasks will be re-tested no less than one time after retraining.
- Load 25mm HEI-T Ammunition Can on BFV may be simulated
- Remove a Casualty from a Vehicle may be simulated
- Prepare a 2-man fighting Position may be simulated

Thursday of BRM 1

2m Wall

BF

BF

BFV Load

DISM Skedco

15m

15m

BF

Upton Ave

Upton Ave

Upton Ave

Edwards St

BF

[illegible]

Event 1: As a squad climb over a 2m wall. The 2m are located behind 466. Estimate time to complete is 5 mins per squad.

Event 2: Move BFV ammo cans 15m. This is simulated by moving 45 lb plates from the Beaverfit 15m. 8 people can do the event at once because there are 24x 45 lb plates. One soldier will use 3 plates. This will take 20 minutes per squad.

Event 3: Lift a 105lb barbell from to ground to the rack. There can be 4 stations set up per Beaverfit. This event should take 5 mins per squad.

Event 4: Drag a simulated casualty (270 lbs) in a SKEDCO 15m. This event should take 10 min to complete.

If 1 SQD does event 1, 3, and 4 while 1 SQD does event 2 then they switch, 1 PLT can be complete in 90 min.



Move Over, Through, or Around Obstacles 11B/11C



Task: Move Over, Through, or Around Obstacles;
Scale / Climb 2 Meter Vertical Obstacle with Assistance

Condition: Wearing / Carrying 75.43 to 89.97 lbs* fighting load. If necessary, equipment may be removed, but must be worn / carried after obstacle is cleared

Standard: Obstacle successfully negotiated, with assistance from other squad members (if needed). Last Soldier must be pulled up, not pushed over (if needed) for realism.



Scale and Climb a 2 Meter Vertical Obstacle With Assistance

Weight: 75.43 to 89.97* lbs
Horizontal Distance: Varies
Vertical Distance: 2 m
Time: n/a

Weight: Fighting Load weighs 75.43-89.97* lbs
Vertical Distance: Typical natural or manmade obstacle

Enclosure 11 Performance Demands Tests



Load 25mm HEI-T Ammunition Can on BFV 11B



Fort Benning, Home of the MCoE



Task: Load 30 25mm High-Explosive Incendiary Tracer (H-EIT) Ammo Cans onto a BFV

Condition: Wearing / Carrying 63.65 to 78.19** lbs Fighting Load(-) (no weapon) and given a BFV and 30 Ammo Cans with 45 Rounds of H-EIT per can

Standard: 30 Ammunition Cans carried 15 meters and loaded onto BFV 75.43 to 89.97 lbs*

Enclosure 11 Performance Demands Tests

Lift 45 Pounds Waist High and Carry 5 or 15 Meters

Weight: 45 lbs
Horizontal Distance: 15 m
Vertical distance: 1 m
Time: N/A

Weight: One 25mm ammunition can weighs 45 lbs (contains 45 rounds)
Basic Load (25mm) for a BFV is 900 rounds (30 ammunition cans)
Horizontal Distance: 15 m is an estimated safe distance between the back of the BFV and the ammunition supply point or ammunition carrier
Vertical Distance: 1 m is waist high

*Weight range based on difference for sizes XS-4XL of uniform items & body armor

** 63.65 to 78.19 lbs is fighting load minus 11.78 lbs for M4 & items attached to the M4



Remove a Casualty from a Vehicle* (Mounted) 11B



Task: Remove a Casualty from a Vehicle*;
Three Soldier Task

Condition: See Next Slide

Standard: Casualty removed from Vehicle*

* **11B, 19D, 13F:** BFV, Stryker

* **12B:** BFV or Buffalo (Type of Unit
Dependant)

Enclosure 11
Performance Demands Tests

Lift from the Inside of a Vehicle

Three Soldiers perform this task from a BFV, Stryker, or Buffalo

Weight: ~207 lbs (prorated ~103.5 ls)
Horizontal Distance: 1-2 m
Vertical Distance: 1.5 m
Time: 2 Minutes

Weight: ~188 lbs incapacitated Soldier with 19 lbs of Vehicle Crewman Uniform and equipment

Horizontal Distance: 1.5 m is the height from the commander's seat to the top of the turret

Vertical Distance: To clear vehicle

Three Soldiers perform this task; two on the vehicle and one inside. The two Soldiers on the vehicle lift the vast majority of the casualty's weight. The Soldier in the vehicle primarily guides the casualty.



Drag a Casualty to Immediate Safety 11B/11C



Fort Benning, Home of the MCoE



Task: Individually Drag a Casualty to Immediate Safety

Condition: Wearing / Carrying 75.43 to 89.97 lbs* Fighting Load and given a casualty (~188 lbs) with an 83 lbs Fighting Load for a total weight of ~271 lbs

Standard: Casualty dragged 15 meters.

Evaluator's Note: See Next Slide

Enclosure 11 Performance Demands Tests

Soldier on the Ground

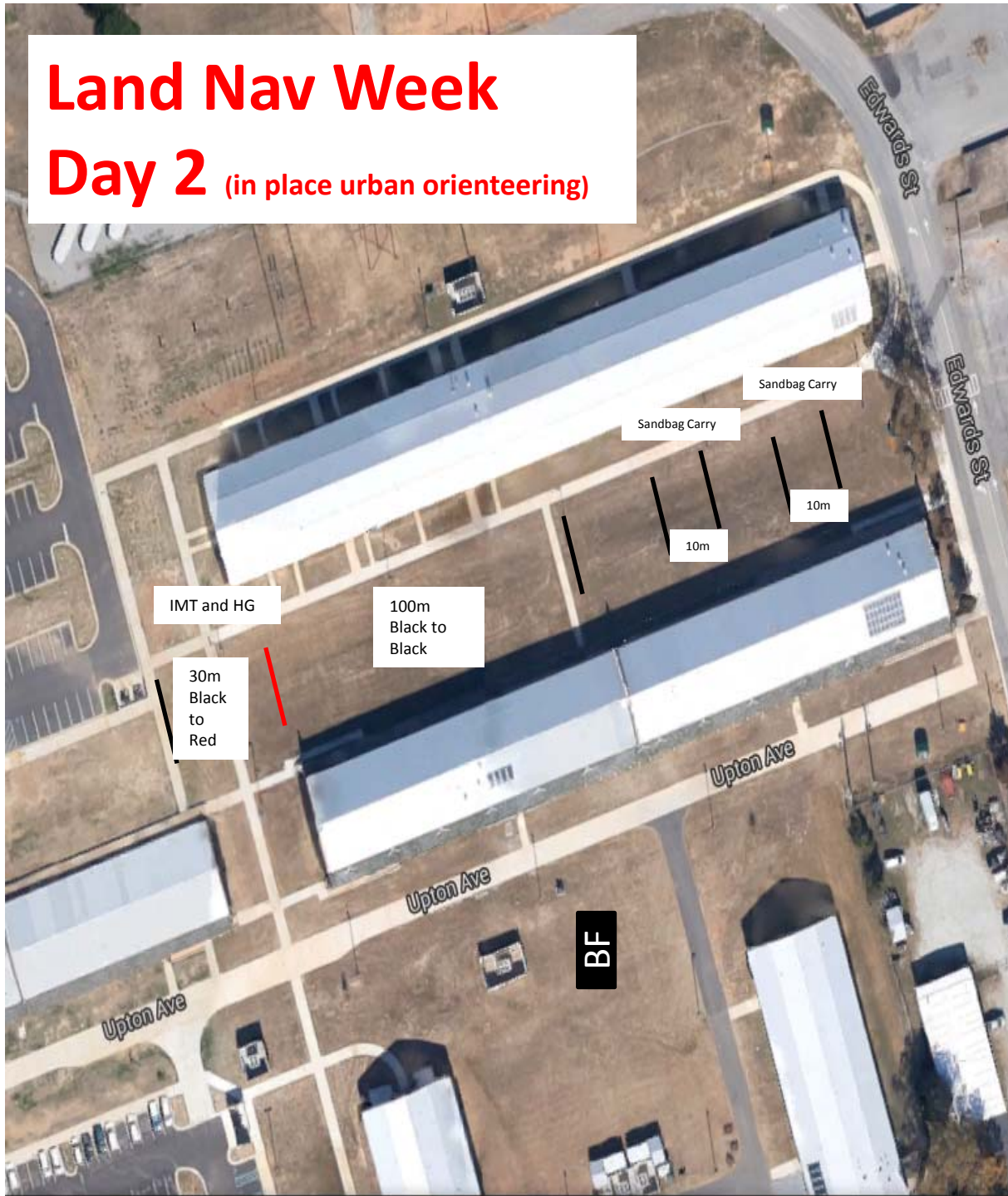
Individually lift, drag, and carry a casualty to a safe location; casualty is in harm's way

Weight: ~271 lbs
Horizontal Distance: 15 m
Vertical Distance: 0.5-2 m
Time: As quickly as possible

Weight: ~188 lbs incapacitated Soldier with an 83 lb Fighting Load
Horizontal Distance: 15m is approximately half the distance a Soldier could move during a 3-5 second rush
Vertical Distance: 0.5 - 2 m is height Soldier would carry or drag casualty.

Land Nav Week

Day 2 (in place urban orienteering)



4200	4200	4200	4200	4200	4200
4100	4100	4100	4100	4100	4100
4000	4000	4000	4000	4000	4000
3900	3900	3900	3900	3900	3900
3800	3800	3800	3800	3800	3800
3700	3700	3700	3700	3700	3700
3600	3600	3600	3600	3600	3600
3500	3500	3500	3500	3500	3500
3400	3400	3400	3400	3400	3400
3300	3300	3300	3300	3300	3300
3200	3200	3200	3200	3200	3200
3100	3100	3100	3100	3100	3100
3000	3000	3000	3000	3000	3000
2900	2900	2900	2900	2900	2900
2800	2800	2800	2800	2800	2800
2700	2700	2700	2700	2700	2700
2600	2600	2600	2600	2600	2600
2500	2500	2500	2500	2500	2500
2400	2400	2400	2400	2400	2400
2300	2300	2300	2300	2300	2300
2200	2200	2200	2200	2200	2200
2100	2100	2100	2100	2100	2100
2000	2000	2000	2000	2000	2000
1900	1900	1900	1900	1900	1900
1800	1800	1800	1800	1800	1800
1700	1700	1700	1700	1700	1700
1600	1600	1600	1600	1600	1600
1500	1500	1500	1500	1500	1500
1400	1400	1400	1400	1400	1400
1300	1300	1300	1300	1300	1300
1200	1200	1200	1200	1200	1200
1100	1100	1100	1100	1100	1100
1000	1000	1000	1000	1000	1000
900	900	900	900	900	900
800	800	800	800	800	800
700	700	700	700	700	700
600	600	600	600	600	600
500	500	500	500	500	500
400	400	400	400	400	400
300	300	300	300	300	300
200	200	200	200	200	200
100	100	100	100	100	100
0	0	0	0	0	0

Uniform for all events: ACUs, Boots, Kevlar, IOTV w/ plates, and FLC.

Event 1: Throw a hand grenade from 30m then get up and 3-5 second rush for 100m. 1 squad can conduct the event in 5 min. with 2 cadre monitoring.

Event 2: Move 4 sand bags 10m then move them back. This is done 14 times + 1 additional 10m movement to simulate building a fighting position. 2 squads can be completed at each station with 3 cadre watching one squad. To do 1 PLT at a time you need 172 sand bags weighing 30-40 lbs.

If 1 SQD does event 1, 3, and 4 while 1 SQD does event 2 then they switch, 1 PLT can be complete in 90 min.



Employ Hand Grenades 11B/11C



Fort Benning, Home of the MCoE



Task: Employ Hand Grenades

Condition: Wearing / Carrying 63.65 to 78.19** lbs Fighting Load(no weapon) and given two M69 Practice Hand Grenades

Standard: Throw at least one Hand Grenade 30 meters



Employ Hand Grenades Throw hand grenade to engage enemy forces

Weight: 1 lb
Horizontal Distance: 30 m
Vertical Distance: N/A
Time: N/A

Weight: M67 Fragmentation Grenade or M69 Practice Hand Grenade
Horizontal Distance: Doctrinally, the Army considers 30 m to be hand grenade range, 30 m engages a 35 m target

Enclosure 11. Performance Demands Tests

*Weight range based on difference for sizes XS-4XL of uniform items & body armor
** 63.65 to 78.19 lbs is fighting load minus 11.78 lbs for M4 & items attached to the M4



Move Under Direct Fire 11B/11C



Task: Move Under Direct Fire (Rise from a Prone, Kneeling, or Crouched Position; Sprint 3 to 5 Seconds; Return to a Prone, Kneeling, or Crouched Position)

Condition: Wearing / Carrying 75.43 to 89.97 lbs* Fighting Load
75.43 to 89.97

Standard: Sprint 100 meters (in 3 to 5 second increments)

Enclosure 11 Performance Demands Tests



**Rise from a Prone, Kneeling, or Crouched Position;
Sprint for 3 to 5 Seconds
with 75.43 to 89.97 lbs* Fighting Load;
Then Return to a Prone, Kneeling, or Crouched Position**

Weight: 75.43 to 89.97* lbs
Horizontal Distance: 100 m
Vertical Distance: n/a
Time: n/a

Weight: Fighting Load weighs 75.43 to 89.97* lbs
Horizontal Distance: Move out of targeting range



Prepare a 2-Man Fighting Position 11B/11C



Fort Benning, Home of the MCoE



Task: Prepare 2-Man Fighting position to standard

Condition: Wearing / Carrying 63.65 to 78.19** lbs Fighting Load(-) (no weapon) and given entrenching tool, **116 (GTA 7-6-1)** empty sandbags, sufficient fill

Standard: **116** sandbags filled 55-60%

Fill Sandbags

Emplace 30-40 pound sandbags in bent, stooped or kneeling position

Weight: 11 lbs
Horizontal Distance: N/A
Vertical Distance: 0.75 m
Time: **To standard**

Weight: 11 lbs is combined weight of e-tool and average weight of various soil compositions
Vertical Distance: 0.75 meters is height of a sandbag, 3-5 scoops of dirt fill one sandbag
One **2-Man** fighting position (without overhead cover) uses 26 sand bags
Time: **To standard**

Task: Carry / Emplace Sandbags

Condition: Wearing / Carrying 64–80* lb Fighting Load(-) (no weapon) and given **116 sandbags** (55-60% full)

Standard: **2-Man** fighting position (with overhead cover) built **to standard** 10 meters from the original position of the sandbags

the original position of the sandbags

Carry/Emplace Sandbags

Lift 30-40 lb sandbags waist to shoulder high, carry them 10m and emplace

Weight: 30-40 lbs
Horizontal Distance: 10 m
Vertical Distance: 1 m to 1.5 m
Time: 26 minutes

Weight: Based on soil composition and bags filled 55-60%, a sandbag weighs 30-40 lbs
Horizontal Distance: 10 meters is farthest distance carried from fill point without a vehicle
Vertical Distance: Waist to shoulder height
Time: 1 minute to carry/emplace a sandbag

*Weight range based on difference for sizes XS-4XL of uniform items & body armor

** 63.65 to 78.19 lbs is fighting load minus 11.78 lbs for M4 & items attached to the M4

Enclosure 11 Performance Demands/Tests



Conduct Tactical Movement 11B/11C



Fort Benning, Home of the MCoE



Task: Conduct a 20 Kilometer **Foot** Movement

Condition: Wearing / Carrying **70-80 lbs** Evenly Distributed Across the Entire Body

Standard: Complete in **five** hours; the entire distance should not be completed in one segment.



Conduct **Foot** Movement

Carry minimum of **70** lbs evenly distributed over entire body and remain able to fight at conclusion of march of 20 kilometers per day.

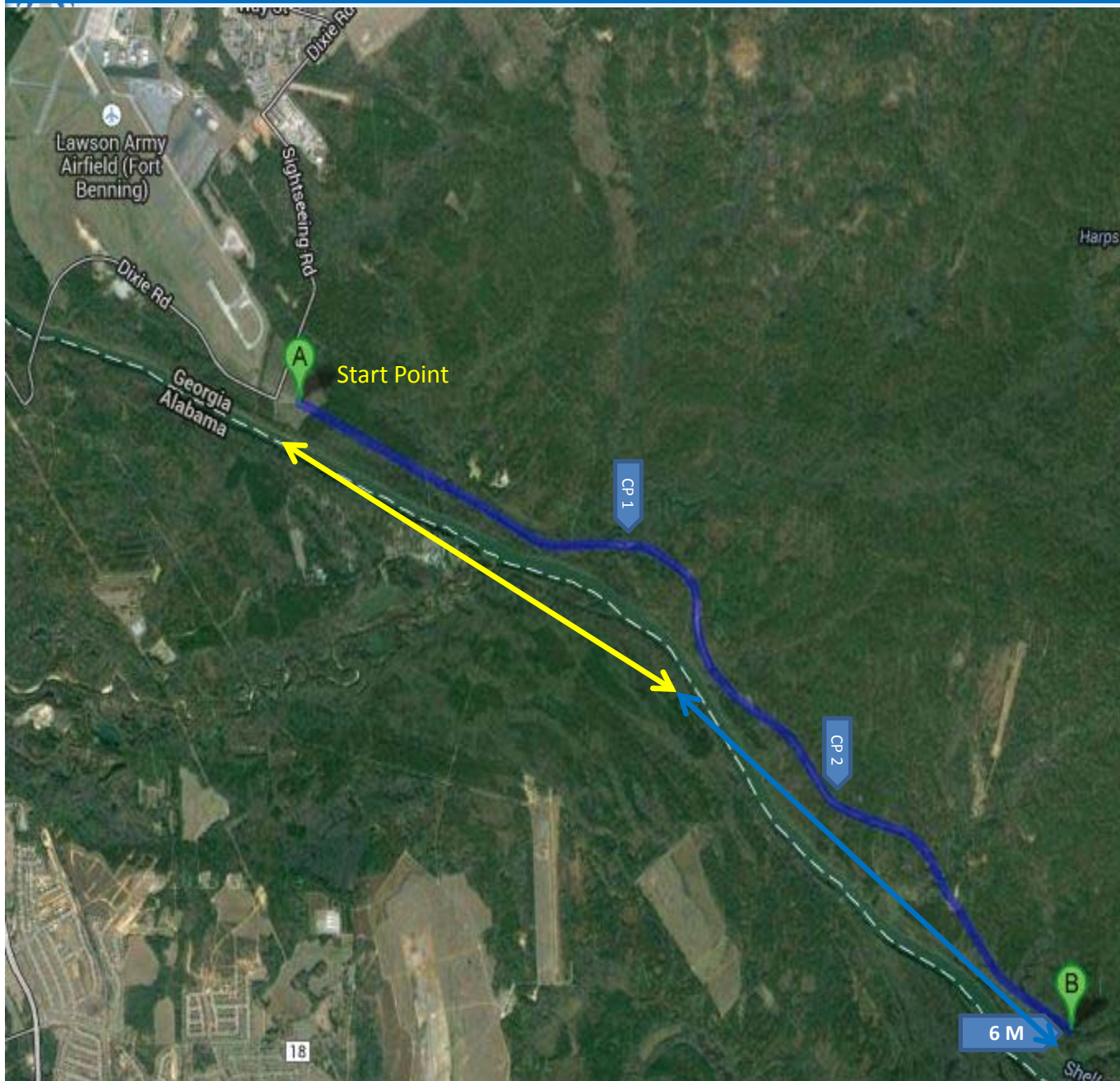
Weight: **70-80** lbs
Horizontal Distance: 24 km
Vertical Distance: Terrain
Dependant
Time: **Five Hours**

Weight: **70-80** lbs is combined weight of **Basic Soldier Uniform (~12 lbs)**, **Weapon and Tactical Equipment (~25 lbs)**, **Rucksack packing list (~38 lbs)**
Horizontal Distance: Army Standard for Tactical Movement is 3-4 km per hour. 24 km per day is representative of 2 Combat Patrols (6-8 km out and 6-8 km back twice a day) from Combat Outposts and Joint Security Sites
Time: **five** hours



- This is not an individual event; however, all platoons and squads do not have to complete the event at the same time.
- Platoon/Squad Leaders may adjust the rate of movement as necessary while still maintaining the ability to complete the task in **five** hours.
- Soldiers who do not finish with their platoon/squad should be counted as No-GOs.

Example 12 Mile Foot March



MISSION: x/2-11 IN conducts 12 mile foot march NLT DTG

CONCEPT:

-Distance: 12.0 miles

-Time: 180 minutes

Time Line

xxxx Thermo Scan/ Weight Check

xxxx Step Off

xxxx NLT complete

UNIFORM

-ACU's w/ACH

-FLC w/2 quarts of water

-Ruck w/ packing list

-Reflective Belt on equipment

- light source (red lens)

-Gloves

-Eye Pro

-Dummy rifle

Enclosure 7 12 mile foot march

12 mile Footmarch: 30 points

<2:40:00 hrs = 30 points (13:20 min pace)

<2:44:00 hrs = 25 points (13:40 min pace)

<2:48:00 hrs = 20 points (14:00 min pace)

<2:52:00 hrs = 15 points (14:20 min pace)

<2:56:00 hrs = 10 points (14:40 min pace)

<3:00:00 hrs = 5 points (15:00 min pace)



Example 12 mile Ruck March Packing List

Fort Belvoir, Home of the MCoE

Rucksack	Quantity	Worn	Quantity
ACU Complete	2 sets	ACUs Complete	1 set
Socks (Green or Black)	6 pair	Socks (Green or Black)	1 pair
Tan T-shirts	6 each	Tan T-shirt	1 each
Sleep System (Bivy and Light Bag)	1 set	Boots (Summer)	1 pair
Poncho Liner	1 each	FLC (complete w/ 2 canteens)	1 each
Brown Towel	1 each	Eye Pro	1 each
Wet Weather Top and Bottom	1 set	ACH	1 each
Poncho	1 each	Headlamp (Red Lens)	1 each
Weapons Cleaning Kit	1 set	ID Card/ID Tags	1 each
BFA	1 each	Magazines	2 each
Ranger Handbook	1 each	M4	1 each
2 Quart Canteen with carrier (Full)	1 each	Wristwatch	1 each
E Tool with Carrier	1 each		
Camelback	1 each		
Reflective Belt (Outside of Ruck)	1 each		

ENSURE ALL WATER IS FILLED AT MORNING ACCOUNTABILITY.

36 POUNDS DRY

47 POUNDS WITH 5 QTS OF WATER IN RUCKSACK (FULL CAMELBACK, 1 FULL 2 QT CANTEEN)

Uniform can be modified by Company 1SG for weather and the items not worn can be packed in the rucksack